

**Charter Application 2016** 



"Study the science of art.
Study the art of science.
Develop your senses-learn how to see.
Realize that everything connects to everything else."

-Leonardo DaVinci



August 22, 2016

Robbyn Wahby Executive Director Missouri Charter Public School Commission PO Box 78497 St. Louis, MO 63178

Dear Ms. Wahby and Members of the Missouri Charter Public School Commission:

The Northeast Academy of Arts and Technology (NEAT) is pleased to present the attached charter school application and request sponsorship from the Missouri Charter Public School Commission. It is the desire of NEAT to provide a science, technology, engineering, arts, and mathematics (STEAM) K-8 school focused on Project Based Learning (PBL). The charter would open in the fall of 2017 with approximately 180 students and would add one grade level per year until we reach 540 K-8 students.

NEAT's mission is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community. Our hope is that the Missouri Charter Public School Commission will authorize a 5-year charter that will allow us to demonstrate the effectiveness of the STEAM/PBL model for children in Kansas City, Missouri.

Our proposed academic focus is not about a specific curriculum or materials. What receives more emphasis is the leveraging of partnerships with the local community, arts-focused organizations, the development of the school's staff to facilitate inquiry, innovation in learning, and the commitment and shared vision for building authentic and engaging learning experiences for children.

We look forward to discussing this proposal with you!

Nicole King, Ed.S.

Northeast Academy of Arts and Technology

Executive Director

# **Missouri Charter School Application Cover Sheet**

NAME OF PROPOSED CHARTER SCHOOL Northeast Academy of Arts and Technology (NEAT)

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

Northeast Academy of Arts and Technology, Inc.

PRIMARY CONTACT Nicole King

TITLE OR RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION Executive Director

MAILING ADDRESS 5703 Oak Kansas City, MO 64113

TELEPHONE (PRIMARY AND SECONDARY) (816) 444-0506 (816) 591-8674 EMAIL ADDRESS: nking66@gmail.com

EDUCATION SERVICE PROVIDER/PARTNER ORGANIZATION (IF APPLICABLE) Not applicable

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN) 541 S. Elmwood Kansas City, Missouri, 64124

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED Kansas City, Missouri School District (33)

INTENDED OPENING DATE (SCHOOL YEAR: E.G. FALL OF 20-) Fall of 2017-2021

PROPOSED CHARTER TERM 5 Year

# **ENROLLMENT PROJECTIONS (IF APPLICABLE)**

School	Grade	Projected	School	Grade	Projected
Year	Level	Enrollment	Year	Level	Enrollment
Year One-	K-2	180	Year Six	*K-7	480
Year Two	K-3	240	Year Seven	*K-8	540
Year Three	K-4	300	Year Eight		
Year Four	K-5	360	Year Nine		
Year Five	K-6	420	Year Ten		

AT FULL ENROLLMENT, NEAT INTENDS TO SERVE GRADE LEVELS K TO 8 WITH A PROJECTED ENROLLMENT OF 540.

# MISSOURI CHARTER SCHOOL APPLICATION COVER SHEET (Page 2 of 2)

## SCHOOL DESCRIPTION

The mission of NEAT is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

NEAT will open with grades K-2, and grow an additional grade each year through the first five-year term of our charter. Our goal is to establish a K-8 school in Northeast Kansas City by the 2022 school year. NEAT expects that by the end of the first charter term in 2022, we will be one of the highest performing LEA's in Kansas City.

NEAT's STEAM-centered learning model will boost academic performance and social-emotional development for children from every background. A strong foundation of literacy and math in the early grades (K-2) will ensure that NEAT students are prepared to engage in accelerated STEAM coursework in college and their careers. Students will benefit from a school culture that respects and nurtures each student, while enabling them to grow in confidence through real, measurable achievement and performance indicators.

By providing access to quality public educational options, NEAT will strengthen families, the neighborhoods we serve, and the city of Kansas City, Missouri as a whole.

## APPLICATION CERTIFICATION:

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

muste King

SIGNATURE:

TITLE/ROLE: Executive Director

DATE:

August 22, 2016

PRINTED NAME:

Nicole C. King

# **Letter of Intent Form**

Dear Missouri Charter Public School Commission: The undersigned individual/organization is considering submission of an application to establish a charter school in Missou				
Legal name of non-profit organization applying	Northeast Academy of Arts and Technology, Inc.			
Name of proposed school: Northeast Academy	of Arts and Technology (NEAT)			
Applicant's authorized representative: Dr. Nico	le King			
Full mailing address: 5703 Oak St.				
City: Kansas City	State: MO Zip: 64113			
Daytime telephone number: 816-444-0506	Cell phone number: 816-591-8674			
E-mail address: nking66@gmail.com				
Describe the student population this school serve	es: NEAT's target population includes K-8 children of colc			
New school Replication of an ex	kisting school			
If you are replicating an existing design, please in	ndicate locations of other schools:			
Name of the charter management organization ( Briefly describe the theme or emphasis of school				
NEAT believes that all students, regardless of background, can read	ch their full potential. With an expected student population of diverse dual-language learn			
In one or two sentences, provide a clear statemen	nt that defines the purpose (mission) and nature of your school.			
The mission of NEAT is to advance equity for all students the	rough Science, Technology, Engineering, Arts, and Mathematics (STEAM)-bas			
Address of school (if known): 541 S. Elmwood, Kansas City, MO 64124				
Anticipated dates to open: 08/17	Will you seek LEA status? YES NO			
Grade levels served in year 1 K-2 Gra	de level served at full capacity: K-8			
Anticipated enrollment in year 1: 180 An	ticipated enrollment at full capacity: 540			
Dr. Nicoles King	04/08/16			
Signature of Applicant's Authorized Representati	ve Date			



# **Evidence of Application Submission to Kansas City Public Schools**

Nicole King <nking66@gmail.com>

Attachments

from: **Nicole King <**nking66@gmail.com>

to: board@kcpublicschools.org,

Robbyn Wahby <robbyn.wahby@mcpsc.mo.gov>

date: Mon, May 9, 2016 at 3:44 PM

subject: Fwd: Re: Checking In

mailed-by: gmail.com

On behalf of the Northeast Academy Arts and Technology board of directors, I am writing to inform you of our intent to open a charter school in the Kansas City Missouri school district beginning in 2017 with grades K through 2 and growing to grades K through 8.

I have attached the complete Charter School application for your review if you should have any questions please do not hesitate to contact me at 816-591-8674.



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# **Executive Summary and Narrative**

## I. Culture

**Mission**: The mission of Northeast Academy of Arts and Technology (NEAT) is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

**Grades Served:** NEAT will provide a high quality STEM+arts integrated K-8<sup>th</sup> grade educational option in the northeast region of Kansas City, Missouri. We plan to open in the fall of 2017 with 180 students, grades K-2, adding a grade level each year.

## **II. Educational Program**

**STEAM Pedagogy:** STEM education is an acronym that refers to education in one or more of the science, technology, engineering, and mathematics disciplines. At NEAT, however, we believe STEM is much more than subject matter, but a process of leading students through distinct levels of research, planning, creation, and reflection that should be intentionally integrated with arts instruction to increase student engagement, creative thinking, and innovation (adding 'A" for "Art" to bridge STEM to STEAM).

**Rigorous Curriculum Design (RCD):** Using this backwards planning process, teachers align their instruction and curriculum to the Missouri Learning Standards by "unwrapping" standards into distinct teachable parts that identify specific student learning outcomes. Teachers then use those outcomes to create units of study, formative assessments, a plan the use of instructional strategies that enhance student learning.

**Problem-Based Learning:** Problem-based learning (PBL) requires students to use real-world topics to begin in-depth investigations. PBL engages students with an authentic problem rooted in content (science, language, mathematics, or social studies), requiring that students beginning in kindergarten learn to analyze, research, study a problem with a cultural, social, political, economic, historical, and scientific lens. PBL asks students to select issues that hold meaning for them.

#### III. Benefits

## **NEAT** aims to:

- Educate all students to achieve ambitious academic and artistic goals in a rich academic and arts program;
- Acculturate students to respect and positively impact the global community in which they live;
- Increase interest and access to science, technology, engineering, art and mathematics career paths for all students.

By providing access to quality public educational options, NEAT will strengthen families, the neighborhoods we serve, and the city of Kansas City, Missouri as a whole.

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100 400 14	Criminal background checks and family care safety	120 211 214	
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160.400.15		p. 190, 198, 208,	
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# A.1 Mission, Vision and Goals

NEAT is applying to open a K-8 LEA in 2017. NEAT will begin with grades K-2, and grow an additional grade each year. Our goal is to establish a K-8 LEA in Northeast Kansas City, Missouri and to work in partnership with the community to fulfill NEAT's mission.

## Mission

The mission of NEAT is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

NEAT believes that all students, regardless of background, can reach their full potential. With an expected student population of diverse dual-language learners reflecting northeast Kansas City, Missouri, NEAT will implement a STEAM (science, technology, engineering, arts, and mathematics) curriculum, with a specific focus on project-based learning.

NEAT will fulfill our mission by creating academically prepared, career ready, and community-minded students.

## We aim to:

- Educate students to achieve ambitious academic and artistic goals in a rich academic and arts program enhanced by partnerships and collaborations with local science and arts organizations and universities;
- Acculturate students to respect and positively impact the global community in which they live;
- Increase interest and access to science, technology, engineering, art and mathematics career paths

In order to meet these aims, NEAT will:

- Hold high curricular standards in all disciplines, strict accountability, and high levels of parent participation to prepare children for success as students and citizens;
- Accelerate and significantly improve student performance in a manner that raises their achievement levels so they will be competitive at local and national levels:
- Implement a system of instruction and support services that allows all students to achieve success;
- Stimulate skills and interest in Science, Technology, Engineering, Art, Mathematics (STEAM), by giving students solid experiences in these areas:

- Create S.T.E.M. and art partnerships to provide the social/emotional, artistic, and intellectual supports necessary to sustain and motivate our students; and
- Instill in our students an array of social competencies to prepare them for active participation in STEAM-related career paths and appreciation for the arts.

# **NEAT Philosophical Framework**

NEAT believes children deserve a safe, stimulating, enriched learning environment in which every child thrives. Our focus is academic rigor and excellence within the research-supported framework of Science, Technology, Engineering, Arts, Mathematics (STEAM) integration, strong teacher collaboration, high expectations of achievement in core content areas, and community involvement.

- 1. We believe the integration of STEAM, is a merger of creativity and academic rigor that strengthens the core curriculum and the student as a learner.
- 2. We believe in providing all NEAT students with an extraordinary education, and to graduate students as thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.
- We believe in partnering with local universities to improve public education in Missouri by training and preparing educators to teach in and lead innovative urban public schools.

NEAT is founded on the research-based knowledge that exposure to, and education and engagement in Science, Technology, Engineering, Art, and Mathematics (STEAM) results in increased student proficiency in traditional core academic areas (communication arts, mathematics, science, social studies), in addition to broadening students' experiences, providing them a means for personal expression, and preparing them for scientific and other lifetime careers.

## **NEAT's Vision of Success**

Vision: Northeast Academy of Arts and Technology graduates are engaged in advanced STEAM coursework and responsible participants in their community and the world.

For our students to be competitive in the workforce, there must be an educational paradigm shift regarding student learning and teaching beginning in the elementary school grades to produce more STEAM high school and college graduates. In defining our vision of success, NEAT looks to ensure our children from Kansas City, Missouri will be prepared for STEAM career opportunities. Subsequently, NEAT has established the baseline performance goals presented below. From the start, we expect to create a school culture that exceeds these goals that will serve as our baseline measures.

# Northeast Academy of Arts and Technology Five-Year Outlook

In 2021, NEAT will celebrate 5 years of providing a unique, high quality educational program and school of choice for students and their families in northeast, Kansas City, Missouri. The hallways and other public areas of Northeast Academy of Arts and Technology give evidence to high quality STEAM focused student-work.

NEAT contributes to the development of a strong, sustainable community guided by a culture of academic excellence-in which all children are expected to read on or above grade level and graduate middle school as well as serve as an integral part of the community and center for learning for students as well as adults. NEAT is graduating middle school students, all of whom are accepted into high school programs aligned to their respective talents and NEAT's waiting list for all grades exceeds capacity.

NEAT students are technologically literate, understand global perspectives, and are prepared to be lifelong learners and leaders. Strong partnerships have been established with university education departments utilizing NEAT as a demonstration site for teacher training and support to families with parenting classes, STEM, GED and ELL courses at the school site.

# Northeast Academy of Arts and Technology Ten-Year Outlook

By 2027, NEAT is recognized as one of the top quality public education options in the state of Missouri, and serves as a national model for the entire public school sector. NEAT is graduating its fourth class of eighth grade students. The entire school community shares a common purpose and set of values dedicated to building academic and personal skills in pursuit of meaningful and productive lives for all students. Students at all grade levels are exposed to a wide range of engaging science, math, engineering, arts and technology programs. The hallways and other public areas of the school provide evidence of high quality student work, problem-based pedagogy, and artwork exemplifying the school's philosophy, and reflections of the school's common mission and goals.

Students are able to describe the mission of NEAT and connect what it means in their current work and future plans. There is a clear sense among staff and students that academic success will not only open doors to personal fulfillment, but also help students understand the wide range of opportunities available to them when they combine their academic skills with their unique gifts and interests. In grade level exit surveys, students express an understanding of why STEAM is important and how their personal passions can be applied to make positive contributions to the community, country, and world. At least 90% of students in the middle school grades are assessed as proficient by the time they exit 8th grade. Students in the middle school program are acculturated with the values and skills necessary to fully engage with secondary school curriculum and are already anticipating college attendance and building career plans.

NEAT leaves a clear impression on its students, with each of them knowing how they are unique and confidently considering ways in which their personal qualities will make a meaningful contribution to the world around them. Teachers are professionally and personally involved with projects and programs outside the school, influencing the practice of education and disseminating innovative approaches to student success across the country. Regularly, NEAT is visited by district, charter, and private school representatives, as well as organizations interested in improving student learning.

# **NEAT Graduate Profile**

NEAT is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years.

While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every NEAT student to possess these capacities by the time they graduate eighth grade.

# **Content Knowledge**



Mastery of the critical thinking skills, and competencies outlined by the Missouri Learning Standards (MLS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, NEAT students will develop global, civil, and environmental literacies, as well as artistic, financial, health and media literacies, throughout their schooling.

## Career and Life Skills



The knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace. Students will be exposed to a spectrum of industries and sectors and have experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

## Global, Local and Digital Identity



The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be "multilingual," gaining exposure to or fluency in other languages that might range from Spanish to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural and linguistic lines.

# Leadership, Empathy and Collaboration



Strong interpersonal skills and the ability to positively influence and collaborate with others. NEAT students will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

## Creativity



The freedom, confidence and ability to express their unique selves. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

# Sense of Purpose and Sense of Self



Our graduates will see themselves as filled with purpose and value. Having been nurtured to focus on their capacity to grow intellectually, socially and creatively (a "growth mindset"), NEAT graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong,

healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self-knowledge and self esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.

## **Performance Goals**

NEAT expects by the end of the first charter term in 2022, we will be one of the top performing public charter schools in Kansas City. The academic goals presented below represent goals that exceed the city and state average assessment results and compare with the top performing charter schools in Kansas City and the state of Missouri. In addition to these goals, the NEAT Board will review current targets above the benchmarks listed below. All NEAT students will be included in state assessment data in the appropriate grade levels (grades three to six in the first five-year charter term). For more information on NEAT's goals, please see *A.7 School Specific Goals and Objectives*, and *Appendix A*, which will include the performance contract with our sponsor.

## **Academic Goals**

## Goal 1: Academic Achievement-Performance Status

NEAT students will demonstrate understanding of the Missouri Learning Standards for college and career readiness with at least 70% of students who have completed three years at NEAT scoring Proficient or Advanced on the Missouri Assessment Program (MAP) Communication Arts and Mathematics assessments.

**Goal 2: Academic Goal-Annual Performance Report (APR):** By its fifth year of operation, NEAT will earn an MPI equivalent to the DESE Academic Achievement Status Target of 380 in Communication Arts and Mathematics, as measured by Missouri Assessment Program (MAP).

## **School Success**

## Goal 3: Non-Academic Goal-Attendance

Annually, at least 90% of students will attend NEAT 90% of the time as measured by daily attendance and core data reports to DESE using Average Daily Attendance (ADA) calculations.

# Goal 4: Non-Academic-STEAM/Project Based Learning (PBL) Implementation

Annually, 100% of students will engage in STEAM project-based learning (PBL) standards as measured by teacher planning documents, student portfolios of work and presentations of learning.

# **Goal 5: Non-Academic Goal-Parent Engagement**

Annually, at least 85% of parents (or caregivers) will participate in Academic Parent Teacher Teams (APTT) composed of two 75-minute parent-teacher team meetings and one individual 30-minute parent-teacher session as measured by parent-teacher signature attendance sheets.

## **Research Foundation**

Why a STEAM School?

The Education Supports Racial and Ethnic Equality in STEM Report (2011)<sup>1</sup> points to disparities in STEM educational attainment reviewed by the Economics and Statistics Administration. The report highlighted that non-Hispanic, Caucasian and Asian students are more likely than other ethnic groups to be employed in STEM related professions. The report raised the urgency and awareness for increasing students of color in STEM fields. These non-traditional classrooms, shift students away from learning discrete bits and pieces of phenomenon (reading about science) and rote procedures toward investigating (doing science) and questioning the interrelated facets of the real world, which is depicted in our educational plan.

In most developed countries, the arts are at the margins of formal education. There are three main reasons for such: they are seen as leisure activities, nonacademic, and irrelevant to employment or the economy. They are seen separate from the main concerns of formal schooling, where the emphasis is on academic ability and especially literacy and numeracy. NEAT offers a powerful alternative vision of the arts and of education.

STEM learning (emphasizing science, technology, engineering, and applied math) has garnered increased support in a nation-wide effort to boost science literacy. Of growing national and local concern is that career fields involved and related to STEM are multiplying in the United States while the number of qualified applicants are diminishing. The primary driver of the future economy and creation of jobs will be innovation, largely derived from advances in science and engineering. The United States needs to maintain a competitive edge in the global marketplace; furthermore, our own economy relies on STEM innovation. Narrowing the curriculum to literacy and numeracy to the exclusion of integrated STEM education is detrimental to the success of children and to the economy as a whole. Gopnik, Meltzoff, & Kuhl (1999) point out STEAM education needs to recognize and cultivate untapped talent. Many of our future STEAM experts can and must come from traditionally underserved populations. STEAM fields will greatly benefit from drawing on a diversity of perspectives, cultures, and ideas<sup>2</sup>.

<sup>1</sup> Beede, D. N., Julian, T. A., Khan, B., Lehrman, R., McKittrick, G., Langdon, D., & Doms, M. E. (2011). Education supports racial and ethnic equality in STEM. *Economics and Statistics Administration Issue Brief*, (05-11).

<sup>&</sup>lt;sup>2</sup> Gopnik, A., Meltzoff, A., & Kuhl, P. (1999). *Scientist in the Crib: What Early Learning Tells Us About the Mind.* New York: HarperCollins.

STEM education that fosters student engagement and that is inclusive of girls, children of color, and a broad range of learning modalities among all children has given birth to the emerging STEAM pedagogy. This approach is supported by a growing research base indicating that increased student engagement, creative thinking, and innovation results by adding A for "Art" to bridge STEM to STEAM.

Arts integration provides tools for creative thinking including observing, imagining, abstracting, recognizing patterns, forming patterns, analogizing, body thinking, and synthesizing. Arts Integration has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems while also increasing overall academic performance among those youth engaged in afterschool and summer arts programs targeted toward delinquency prevention.

# Arts-integrated instruction:

- 1. Creates more independent and intrinsically motivated investments in learning;
- 2. Fosters learning for understanding as opposed to recall of facts for tests;
- 3. Transforms students' characterizations of "learning barriers" into "challenges" to be solved; and,
- 4. Inspires students to pursue further learning opportunities outside of the class.

Maltese and Tai (2010) note that boys and girls who show interest in STEAM by eighth grade can be three times more likely to later pursue degrees in STEAM fields. This underscores the importance of giving children exciting opportunities in STEAM early in life, and shows that the effects of such experiences can be long lasting. Despite this focus, highly-STEAM-focused schools remain a rarity in the United States, enrolling fewer than 1 student in 1,000. STEAM-focused elementary schools provide a unique opportunity to better connect STEM learning and art literacy.

# A.2 Curriculum and Instruction

\*Evaluation Criteria A: NEAT intends to adopt curriculum that has already been developed.

# Framework for Teaching and Learning

NEAT will build interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We will work to create classrooms in which students can build the skills they need to participate in high school and in their lives. We will structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develops conceptual understanding and self-knowledge.

In *A.1 Mission, Vision and Goals*, we presented the philosophical foundations and the NEAT graduate profile, our definition of what an excellent education accomplishes. In this section we further explain how we pursue understanding and those dispositions through our academic model and program.

Specifically, we describe the instructional approaches and practices, curricular materials and professional development elements that support teaching and learning. At NEAT, all curriculum & instruction drives towards the development of the NEAT dispositions as well as the content knowledge and skills delineated by the Missouri Learning Standards, Grade-Level Expectations and Course-Level Expectations.

## **Instructional Approaches & Practices**

At NEAT, we believe that school should be relevant, fun, and a mechanism by which transferable life skills are built. It is our aim to push beyond the boundaries of traditional education by developing intriguing curriculum and compelling learning experiences that serve as a bridge between student achievement and engaging relevant instruction.

In our relentless pursuit of quality, innovative instruction, the following core elements of our education program:

- 1. STEAM
- 2. Rigorous Curriculum Design
- 3. Integrated Instruction
- 4. Problem-Based Learning
- 5. Partnerships



Core Element 1- STEAM Pedagogy: STEM is an acronym for Science, Technology, Engineering, and Mathematics and usually refers to education in one or more of these disciplines. Major steps have been taken to improve the United States competitive position through greater emphasis on the need for improved STEM education at all levels of our schools and universities. In the new global economy, an education with a STEM focus is a vital step towards providing citizens with the needed skills and technological familiarity that will enable them to take part in the exciting economies of the future. There has been concern, however, over the past several years of a decline in STEM education in the United States. Despite graduating from science and engineering programs, there are a number of STEM graduates that still cannot find jobs. Although they have the STEM skills, they often lack the creativity and innovation that is also needed in the 21st workforce.

The emerging STEAM pedagogy is supported by research demonstrating that increased student engagement, creative thinking, and innovation will result by adding "A" for "Art" to bridge STEM to STEAM. Integrated arts is an approach to learning that engages students in a creative learning process, connecting the arts with traditional subjects like language, math, science, and history. This approach enhances the learning experience as a whole, helping students achieve greater comprehension of traditional subject matter while experiencing the joy of expressing themselves through music, theatre, dance, and the visual arts.

NEAT has identified the STEAM integration model as one that is necessary in addressing the whole child and preparing them for a future in whatever career path they choose, by implementing the STEM process integrated with the arts. This new process leads students through distinct levels of research, planning, creation, and reflection. STEM is so much more than just subject matter. STEAM at NEAT will be defined by the STEM process by which students will research global issues, imagine solutions, plan an invention or new procedure, and ultimately create, reflect on, and modify that invention or procedure through the integration of the visual and performing arts. By teaching the process and not just the stand alone subjects STEAM is associated with, NEAT will transform our classrooms into laboratories by encouraging curriculum that is driven by problem-solving, discovery, and exploratory learning by using art and design skills.

At NEAT, students will engage in STEAM lessons, thematic lessons that integrate all subjects and utilize the engineering design process to help students transfer knowledge. For example, a kindergarten unit, students will use science and engineering concepts to help a Toy Company reinvent the game of Twister. Students will work together in teams as they learn about primary colors and the color wheel to predict and develop new colors by mixing different color pairs. With the help of their teacher and community artists, students will redesign the game of Twister by adding their new colors and create a diagram of their new invention. Throughout the unit, students will record their learning end results in their science journals by using pictures, writing, or through teacher scripted anecdotal notes.



Core Element 2-Rigorous Curriculum Design: The academic focus at NEAT is not geared towards any one curriculum, but rather carefully aligned to the Missouri Learning Standards and the Next Generation Science Standards. Every lesson will be designed and implemented using the Rigorous Curriculum Design – a standards-based backward planning process. A rigorous curriculum is a set of intentionally aligned lessons with clear learning outcomes, matching assessments (formative and summative), engaging learning experiences, and instructional strategies that are organized into sequenced units of study. At NEAT, the Rigorous Curriculum Design process begins during summer professional development. Teachers from each grade level will collaborate to review the Missouri Learning Standards, separating them into priority standards (those needed to progress to the next grade level and will be covered on the state standardized test) and supporting standards (those that support the learning of priority standards). Teachers will then "unwrap" these two sets of standards, identifying the teachable parts (skills to be taught) and translating them into student friendly learning objects. Once this process is complete. teachers begin creating targeted units of study and engaging lessons that are aligned with the identified skills. Additionally, skill-specific assessments are created that will be analyzed to make adjustments to instruction and identify individualized student-learning strategies to enhance comprehension and achievement.

Core Element 3- Integrated Instruction: Also called "thematic instruction," "cross content instruction," and "multi-disciplinary instruction," integrative instruction places emphasis on teams of teachers organizing instruction so that students are encouraged to make meaningful connections in learning rather than focusing on isolated skills and knowledge. Using themes as conceptual glue for learners helps students see the ways in which key concepts relate, leading to increased student achievement. Integrated instruction also aims to connect what is learned in school to real-life situations; thus it emphasizes critical thinking, problem solving, and inquiry. For example, in a unit "Around the World in 45 Days", fourth grade students will take a "field trip" around the world as they learn why it is important to measure weather, compare weather patterns, and understand how weather affects humans. Students will track weather conditions in Missouri while also conducting a web quest to learn of weather patterns in other countries. Students then develop presentations about their country, inviting other students to come visit. Each student group will create flyers and advertisements about their country's weather and the activities a tourist can do. Using digital software, they will record a public service announcement/commercial to accompany their advertisement. Students not only add to their understanding of science concepts, but use the design and engineering process in a way that integrates literacy, mathematics, arts, social studies, and technology.

**Core Element 4- Problem-Based Learning:** Problem-based learning (PBL) requires students to use real-world topics to begin in-depth investigations. PBL engages students with an authentic problem rooted in content (science, language, mathematics, or social studies), requiring that students beginning in kindergarten learn to analyze, research, study



a problem with a cultural, social, political, economic, historical, and scientific lens. In this approach, students select an issue that holds meaning for them. It may be a situation occurring within the school or one occurring outside of school in the broader community. For example, during a unit on animals, first grade students at NEAT will visit the Kansas City Zoo. One of the zookeepers visits their class after the field trip letting the students know there has been a problem at the zoo – they need more animals, but need help from NEAT's first graders in figuring out which new animals should be included. Throughout the project, students will consider the problem from different perspectives: as a zookeeper considering the needs of the recommended zoo animal, as a city council member considering what might appeal to the general public, as an economist considering the budget needed to meet the animal's needs, and as a media specialist preparing to "get the word out." Working collaboratively, each first grade team will have representatives from the community help them prepare and present their Public Service Announcement to a panel of experts, several of whom are mentors or consultants in the process. Students will use literacy, mathematical, scientific, artistic, speaking, listening, collaboration, technological, and presentation skills to complete the unit.

**Core Element 5-Partnerships:** NEAT aims to create a school culture that promotes community and family involvement in student achievement. Partnerships with the KC STEM Alliance, Kansas City Young Audiences-artist residency program and STEAM professional development, Missouri Conservation programs for student and teacher training, Score One for Health, WIN-KC and other organizations will enable NEAT to provide students with an educational experience that is rigorous, authentic, and connected.

## **Class Size and Looping Structure**

The class size and structure at NEAT promotes community, collaboration, and meaningful learning experiences for every child. We will have classes of 22 or fewer students across all grade levels (K-8). Kindergarten will split a full-time teaching assistant that will provide support during literacy and numeracy blocks, during small group interventions, and as an additional layer of support across thematic units. During literacy and numeracy blocks, NEAT's teachers will lead whole-class instruction, as well as homogeneously grouped small-group instruction and one-on-one conferences. Through this structure, teachers can differentiate for individual learner needs, provide remedial support for students requiring assistance, and enhancement supports for students who have mastered identified objectives and are ready for more rigorous learning experiences. Consistent attention to whole group and individualized learning will ensure that all NEAT students are on the pathway to attaining their learning goals and success targets identified in their Personalized Student Achievement Plan (PSAP).

Our K-8 structure will also utilize a "looping" process. There will be four loops: K, 1-2, 3-4, 5-6, and 7-8. Through looping, teaches are able to maximize their knowledge of students' abilities (which supports differentiation and student advancement) and build strong



relationships with students and parents. Relationships developed in looping classrooms encourage students to connect in more meaningful ways—students learn to construct knowledge together, problem-solve together, and take risks with their learning together. Looping allows teachers to pick up where they left off when the school year resumes and allows teachers to connect with students and parents in a more personal and continuous basis (Little & Little, 2001)<sup>1</sup>.

Grant, Johnson, and Richardson (1999)<sup>2</sup> supported these benefits along with stating that the "relationship is what gives looping its power" (p. 16). Given time, a teacher can: (a) develop a deeper understanding of students' learning styles and needs, both academic and emotional; (b) better understand students' family dynamics and the parents' needs and expectations regarding their children's education; (c) approach the curriculum in more depth, knowing that there is more time to help students make connections in their learning; and, (d) understand the requirements of the teachers coming before and after, and develop a more all-encompassing view of the educational process through which her students will pass. In a seven-year study on looping, Grant, Richardson, and Forsten (2000) noted student attendance in grades two through eight increased from 92% average daily attendance to 97%; also, retention rates decreased by more than 43% in those same grades.

## **Curriculum Components**

Central to our academic model is the relationship between our goals for our students and the programmatic elements that serve as tools to accomplish those goals. NEAT has identified the instructional approaches/practices, curricular materials and assessments that comprise our K-8 academic model. Together these tools provide the core of NEAT's academic program upon which school leaders will build.

It is important to emphasize that the NEAT model is not merely about curriculum, programs, or materials. It is focused on alignment to the Missouri Learning Standards, with materials and texts used to enhance instructional delivery. Our model embraces the leveraging of partnerships with the community, developing meaningful cross-content connections in learning, and building school staff's capacities for 21st Century skills including collaboration, problem solving, and risk-taking.

**Balanced Literacy:** The most effective literacy instruction involves a combination of explicit instruction with opportunities to apply skills learned in authentic reading, writing, and communication activities. Balanced literacy blends explicit instruction, guided practice,



<sup>&</sup>lt;sup>1</sup> Little, T.S., & Little, L.P. (2001). *Looping: Creating elementary school communities. Fastback 478.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

<sup>&</sup>lt;sup>2</sup> Forsten, C., Grant, J., & Richardson, I. (1999). *The looping evaluation handbook*. Peterborough NH: Crystal Springs Books.

collaborative learning, and independent reading and writing. Based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell, and Lucy Calkins, balanced literacy allows students to receive the individualized teaching appropriate to their strengths and literacy needs.

Although balanced literacy programs vary, their characteristics are consistent with NEAT's priority to integrate learning:

- literacy involves both reading and writing
- oral language is integrated with reading and writing
- reading instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension
- reading and writing are used as tools for content-area learning
- students are motivated and engaged when they participate in authentic literacy activities

Integrating these components of the balanced literacy framework is recommended for all students, including low socio-economic students, struggling readers, and English learners.

In K-2, students will have 180 minutes of focused literacy instruction each morning, the focus of which is to build phonemic awareness, sight words, decoding fluency, comprehension strategies, vocabulary letters, and language conventions in both reading and writing. Students are given mini-lessons that have been aligned to the Missouri Learning Standards and broken into skill specific units of study using the rigorous curriculum design process. Lessons begin with a Read Aloud. During the read aloud, the teacher reads a book, poem. or article to the class, modeling reading behaviors, accuracy, and fluency while also developing students listening and reading comprehension skills (teacher asks questions and lead discussions about books before, during, and after reading). Following the read aloud, students will participate in shared reading, where the teacher reads along with students using strategies such as echo reading and choral reading to teach students to read with smooth, rhythmic expressions. Teachers may also use reader's theatre (assigning parts of a script to students and use structured practice to enhance their reading). This motivates fluency and accuracy of delivery while also allowing students to perform the script in front of their classmates. Older students use this time to preview vocabulary, make inferences and predictions about characters and the text, and engage in rich student talk about characters and the text, and engage in rich student talk about thoughts or questions the text sparked for them.

**Guided Reading (Literacy Centers/Independent Reading)** follows shared reading and allows for small group differentiated instruction while the teacher works with small groups, other students either work independently at literacy centers (K-2) or read independent leveled books (3-8). For example, during a second grade guided reading session, the teacher will work with a group of four students on summarizing portions of a book by placing



summary sentences on sticky notes. Other students work independently at the listening center (more practice with fluency needs), word sorting center (need more practice with vowel-consonant patterns), word work center (students quiz each other on word wall words and read decodable books), reading response center (students from previous day's guided reading group work to reread the book and write in the journals), and buddy reading (students doing repeated reading to build fluency). During word study teachers target spelling and morphemic patterns while also providing blending, sorting, and dictation activities.

Finally, writer's workshop guides students through the writing process, providing students an opportunity to demonstrate their ability to use writing skills and strategies. For example, a teacher begins writer's workshop by asking her third grade students "why do we persuade?" After jotting down class responses, she asks students to answer "what does it mean to persuade?", "Why do we persuade?" in their journals. As she builds this foundation for how and why we persuade, students will translate these concepts into writing a persuasive letter. In the afternoon, K-2 students will apply literacy skills to learning in the STEAM/PBL theme block. A 180-minute literacy block is also scheduled for grades 3-8; however, this literacy instruction will include content-based reading, including research for STEAM/PBL units. These students will continue to build literacy skills throughout the afternoon STEAM/PBL block. During literacy blocks, students will be divided into ability leveled groups for differentiated instruction as well as to work independently with the whole group, and with partners. During STEAM/PBL blocks, however, students will work collaboratively in heterogeneous groups.

# Reading

For our primary reading program, NEAT plans to use Core Knowledge.

Core Knowledge is a fully integrated Language Arts program that provides curriculum support to teaching staff and access to information about programming for ELL parents in about seven different languages. Kindergarteners are introduced to the concept of print through Big Books and Read Aloud Trade Books with a special focus on vocabulary. Comprehension also begins with the Read Aloud at each grade level and is supported by direct-skill instruction. Graphic organizers are introduced early in each lesson and reinforced throughout the week with each piece of literature and leveled test. Differentiated small-group instruction is supported by weekly to-do lists for individualizing instruction and readymade workstations to keep students engaged and on task during independent time related to STEAM concepts.

## Writing

 Modeled writing: The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing.



- Shared writing: The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.
- Interactive writing: This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is used with beginning writers only and focuses on the features of letters and words.
- Writing conference: Teachers converse with students individually about their writing to provide brief targeted coaching, usually focused on one concept or skill.

## **Mathematics**

Aligned to the Missouri Learning Standards for Mathematical Practice, NEAT's mathematics curriculum is focused on two elements: 1) building students' deep conceptual understanding of mathematical concepts and 2) developing students' ability to problem-solve and articulate their mathematical thinking. Our program will allow students the opportunity to use problem-solving strategies, group-questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students will learn in collaboration with their peers, through sharing information, expertise and ideas.

Students will work to create and critique logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions. Prior to opening, school leaders will select the curricular materials that will provide the foundation for mathematics curriculum, based on the following criteria:

- Real-life problem solving
- Supportive of students' construction of understanding
- Balanced instruction
- Multiple-methods for basic skills practice
- Emphasis on communication
- Home/School partnerships

According to Education Week's (2015) review of top-performing mathematics curriculum, just one curriculum series stood out from the pack. Eureka Math, published by Great Minds, a small Washington- based nonprofit organization, was found to be aligned to State Standards at all grade levels reviewed. In the areas of focus, coherence, rigor, and usability, Eureka Math far surpassed all other curricula evaluated. It was found to be aligned for all grades, K-8, and passed through all three gateways. On usability, Eureka's offerings for grades K-5 meet the criteria. Eureka Math differs from other texts in that, rather than being an update to existing material, it was designed specifically to meet state learning standards.

NEAT has a daily, dedicated 90 minute mathematics block for grades K-8. *Eureka Math* focuses on children not just learning but also truly mastering a limited number of concepts



each school year. The goal is for children to perform well because they understand the material on a deeper level; they are not just learning it for the test.

Eureka Math relies on understanding number sense, problem solving, and conceptual understanding of what they are doing. In other words, students are not just learning to get the right answer, but also why the answer they get is the right answer. Story of Units also relies heavily on visualization. Students learn to use model drawing to solve word problems. Instead of trying to picture a problem in their head and then writing out the equation to solve it, NEAT students will diagram the elements of a word problem first and then decode the word problem to get an answer. Our teachers will supplement Eureka Math curriculum with Missouri aligned, standards-based instruction using the rigorous curriculum design, through direct instruction for specific concepts for which students may need more focused support.

## Science

Scientific inquiry and method will provide the backbone of science units at NEAT. NEAT will implement Science and Technology Concepts-Elementary - an inquiry-centered science curriculum for grades K-12. This comprehensive, research-based National Science Education Standards aligned science curriculum program, helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts. The Smithsonian Institute also provides targeted professional development to schools to ensure implementation meets the unique needs of individual students. Additionally, NEAT will use FOSS (Full Option Science System) Kits as a vehicle for deeper learning. FOSS is a proven inquiry-based, active learning science program that allows students to expand their science knowledge and strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems.

## **Social Studies**

Social Studies instruction at NEAT will involve both direct instruction and problem-based instructions. Through hands-on project-based units, NEAT's social studies curriculum aims to provide rigorous, inquiry-based and constructivist lessons and units that will allow students to acquire core knowledge in this area. At all grade levels, students will work to think like historians and social scientists so they recognize connections to the present and the past, leading to a greater understanding of themselves and the world around them. To do so, social studies instruction will focus on mixing text material, first source material and historical fiction in a manner that supports both social studies and communication arts goals. In addition to social studies learning standards, NEAT will integrate teaching reading and writing across the curriculum.



Prior to school opening, the Executive Director and the professional development committee (PDC) will research and select a supportive foundational curriculum for social studies that teachers can use as the basis upon which to build their interdisciplinary units. Social Studies Alive! (TCI) is being considered. The TCI approach is based on theory-and research-based active instruction of Jay McTighe, Grant Wiggins, Robert Marzano, Howard Gardner, Elizabeth Cohen, and Jerome Bruner; standards-based content; multiple intelligence teaching strategies; preview assignments; considerate text; graphically organized reading notes; processing assignments; and, multiple intelligence assessments. This foundational text will serve as key resource and reference material to ensure that we are developing understanding at the appropriate level of depth and specificity for each Missouri social studies learning standard. Resources such a Picturing America, an initiative from the National Endowment for the Humanities, uses art as a catalyst for the study of cultural, political and historical threads woven into our nation's fabric over time. These resources help teachers build on this foundation and bring history to life. Additionally, within their unit plans, teachers will highlight the academic vocabulary and language structures that are necessary for all students, including English language learners, to understand and apply in order to demonstrate a proficient understanding of the social studies content.

## STEAM Based Learning

At NEAT, STEAM based learning provides students daily opportunities to use core content skills to solve real problems. Lessons taught integrate science, technology, art, mathematics, and social studies concepts, while utilizing the engineering and design process to enhance creative and critical thinking skills. This approach will allow students to analyze and investigate ideas, shifting them away from learning isolated facts to the realization that all learning is interconnected within a bigger picture.

STEAM based learning allows students to participate in solving age appropriate problems that offer students multiple opportunities to research, design, model, and test solutions. For example, a member of Junior Achievement (JA) visits NEAT's third grade class. After sharing what a local business does, the third grade students are given a task. The city is looking for new business ideas. Student teams will brainstorm ideas, decide upon a business, and (with the help of their community organization mentor) create a business plan for their prospective business. Using media, students will create a formal presentation and present their business idea at a school fair. Students will share their business idea, projected budget, description of products/services, and other compelling marketing techniques to convey the necessity of their business idea. Parents and community members will participate as presentation evaluators.

NEAT students will also complete STEAM focused projects, yielding presentations of learning (e.g., power points, demonstrations, portfolios). All projects and interim assessments will be graded on a 0, 1, 2, 3, or 4 scale with skill specific and standards driven



rubrics. Along with a score, students will receive instructionally focused, academic feedback from their teacher detailing areas of strength and improvement so that students will clearly know what to maintain and what to work on.

**Extended Learning Program:** NEAT will provide right-at-school before and after school programs that address family needs for a safe, education based environment and allow NEAT to extend STEAM learning experiences.

**Music and Movement Education**: Integral to the STEAM/PBL pedagogy is music instruction and movement education. Brain researchers demonstrate conclusively that daily physical education plays a crucial and unique role in each child's cognitive, psychological, and physical development (Bencraft,1999; Jenson, 1998) and that music-making contributes to the development of essential cognitive systems including reasoning, creativity, thinking, decision-making and problem-solving (Jensen, 2000).

As discussed in his book, *Music with the Brain in Mind* (2000), brain researcher Eric Jensen points out music may be the foundation for later math and science excellence. NEAT will employ one full-time teacher for both music and movement education. As shown in the daily schedule, students at NEAT will attend music and movement classes during teacher planning time; additionally, regular classroom teachers will team with the music and movement education teachers during a themed STEAM block in order to infuse music and movement education into the core curriculum. Teachers will also receive professional development training in the arts integration that includes music and movement.

Visual and Performing Arts: Jensen (2000) compiled and reviewed research studies on the arts, the brain, and learning. In his review of musical arts, visual arts, and kinesthetic arts (including dramatic arts and dance, industrial arts and design, and recreational activities and physical education), Jensen concludes that arts are vital to educating our children and should be taught every day in our schools, just like language arts, math, science, and social studies. Research from the studies discussed in this book and the experience of countless educators support the view that visual arts have strong positive cognitive, emotional, social, collaborative, and neurological effects. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork.

NEAT will also contract services for additional visual arts and performing arts instruction. Contracted artists will work collaboratively with teachers connected to STEAM-based units. Organizations such as KC STEM Alliance, Kansas City Young Audiences and the Nelson-Atkins Art Museum are resources in the area that have expressed support and partnership interest with NEAT.



**Positive Behavior Interventions & Support (PBIS):** One of the ways NEAT will work to build community will be through Positive Behavior Interventions and Support (PBIS). PBIS is a framework for helping school staff to incorporate evidence-based behavioral interventions. It is not a packaged curriculum or scripted intervention, but rather a prevention-oriented way for education to maximize academic and social behavior outcomes for students.

Timeline of Curriculum Development: We believe curricula must be engaging, academically rigorous, and standards based. The Executive Director will take the lead on preparing long term plans, scope and sequences, exemplar units of study, and all curricular planning templates throughout Year 0. This will be accomplished in collaboration with certified consultants from the Reading and Writing Project-Teacher's College and KC STEM Alliance as well as state seminars to support curriculum development throughout Year 0. The Executive Director will use a backwards planning process as articulated in the Rigorous Curriculum Design. The Executive Director will determine a draft pacing guide and sequencing of standards connected with all major assessments prior to teachers joining our team. Teachers will be coached on how to develop interim assessments and implementation of pacing guide.

## **Curriculum Implementation & Refinement**

As noted, NEAT will use commercial curricular materials as the foundation for the curriculum, providing scope and sequence documents aligned to Missouri Learning Standards. As such, NEAT will hire the classroom teacher teams(s) for the next grade three months prior to new school year to become experts in curriculum and to build strong relationships with existing classroom teams and students. The Executive Director and teacher leaders will make adjustments, as necessary, and provide the scope and sequence documents to teachers during Summer Professional Development. During Summer Professional Development, teachers will work in grade-level teams to map out the year and determine if adjustments need to be made to the scope and sequence documents provided. If adjustments need to be made, grade-level teams will revise and submit new scope and sequence documents to the Executive Director for her approval. Grade-level teams of teachers will develop integrated STEAM project-based learning units. In this way, teachers can utilize outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, curricular maps, units and lesson plans need to be constantly revised to accommodate new assessment information (data-inquiry teams), and lessons need to be customized to suit the learning needs of individual students (differentiated instruction). In order to provide instruction that is both data informed and differentiated, teachers will receive professional development experiences and administrative guidance in interpreting assessment data of all types, making objective observations, and adjusting instruction and curriculum to best serve student needs.



# **Professional Development Committee (PDC)**

In learning enriched schools, Rosenholtz (1989) found that teachers and school leaders collaborating together developed a collective commitment to student learning. In addition, Fullan (2012) contends purposeful interaction is essential for continuous improvement. Therefore, professional development and pre-service training should be designed to train teachers to design curriculum that is integrated as well as problem based. As suggested, teachers will learn to engage in professional learning opportunities to ensure their instructional methods are aligned with STEAM best practices through the guidance and leadership of NEAT's professional development committee (PDC). PDC members will be selected by the faculty and be representative of various grade levels and content areas.

NEAT's PDC will have four major roles/ responsibilities:

- Identify instructional concerns and remedies for beginning and experienced teachers.
- Serve as a confidential consultant upon a teacher's request.
- Assess faculty needs and develop in-service opportunities for certified school staff.
- Present to the Executive Director and NEAT Board of Directors, faculty suggestions, ideas, and recommendations pertaining to classroom instruction

The focus of NEAT's PDC must be on student learning outcomes informed by multiple student and educator data sources aligned with school improvement indicators, the Missouri School Improvement Program (MSIP) standards, and NEAT's educational goals and objectives. In collaboration with the school leader, the PDC leadership will prepare a plan to meet the identified educator learning indicators that will lead to improved student learning. According to the Missouri Professional Learning Guidelines (2013), NEAT must provide a professional development/growth plan for each faculty member who has no teaching experience. NEAT may delegate this responsibility to the PDC. This plan should be generic in nature, and used as a guide. The mentor will help the beginning teacher develop a specific Individual Professional Growth Plan. The plan must address the beginning teacher's first two years in the classroom.

Our professional development will serve as a catalyst for educators' growth and learning. As recommended, it will focus on developing teachers' capabilities and knowledge to teach and integrate content and subject matter, address student work and the problems encountered in teacher's settings. Professional development will be an ongoing process where teachers will strengthen their content knowledge, become skilled at utilizing effective instructional strategies and curricular materials, and increase their ability to address the learning needs of the students.



Based on staff needs assessment, professional development could include:

- · Danielson's Framework for Teaching
- RTI (students with/without disabilities)
- Ongoing professional development (teachers will experiment with new strategies in their classrooms, report back on their experiences, discuss, reflect, and learn from their colleagues – (weekly grade level teacher meetings)
- On-site professional support (allow for regular interaction and collaboration with colleagues and school leaders – professional learning communities to learn new content, gain experience with differentiated instruction, assessment methods, etc.)
- Off-site professional support (teachers will conduct site visits and training i.e. UMKC, Rockhurst, etc.)
- Assessment literacy

Hargreaves & Fullan (1998) call for teachers to become "assessment literate".

#### Assessment literacy involves:

- 1. The capacity to examine student performance data and make critical sense of them.
- 2. The capacity to act on this understanding by developing classroom and school improvement plans needed to increase student performance.
- 3. The capacity of teachers to be effective players in the accountability arena by being proactive and open about school performance data.

Based on research of adult learning and time needs to communicate curriculum and implementation to teaching staff, NEAT will implement an Early Release option for professional development on a monthly basis and daily 90 minute planning sessions will provide grade level support to classroom and fine arts staff. Parents will be notified of professional development days within the annual school calendar so that childcare services can be arranged in advance.

Prior to the start of each new school year, NEAT will hold orientation and professional development – two weeks for all staff– that includes a history of NEAT, its mission and philosophy, and its charter, programs and policies. There is a strong focus on curriculum development and alignment of curriculum with the Missouri Learning Standards. Teachers will annually attend Columbia University's Summer Institutes on Reading and Writing Workshop. As technology is used extensively at NEAT, teachers will attend technical and professional training to support their area of expertise. The Executive Director, in partnership with teacher leaders, will develop summer planning and weekly grade level meetings agendas. This will provide dedicated time for an analysis of appropriate performance data and determine key strategies for improvement throughout the academic year. Additionally,



with input from the instructional staff, the Executive Director will develop and evaluate the annual professional development plan and guide teachers in aligning their individualized professional development plans.

NEAT's Professional Development Structure will include four components:

- Professional Learning Communities (PLC's): Teaching teams meet weekly for the
  purposes of Critical Friends, engagement in planning lessons, creating assessments,
  and determining how curriculum and/or instruction may need to be modified based on
  performance data. Since teachers need to learn how to analyze their practice, they
  will learn how to conduct classroom observations and give and receive feedback from
  peers and school leadership. STEM Project-Based Instruction, Balanced
  Literacy/Numeracy or Integrating the Arts may be subject areas for PLC learning.
- Data Interpretation and Use: Led by the professional development committee and the Executive Director, NEAT teachers will receive ongoing training on gathering, analyzing and using data to drive instruction to meet the needs of all students. NEAT will implement a formalized process for gathering and storing multiple types of student and achievement data in a central location developed by NEAT. This process is supported by an annual assessment calendar, uses a variety of formal and informal assessments, and data will housed in a robust data and student information system where all student demographic and assessment data and curriculum will be stored. NEAT will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. Research shows that training teachers to use data to inform instruction positively impacts student achievement. NEAT will develop its successful instructional pedagogy using Lemov's research of proven teaching techniques which places data at the center of guiding student achievement (2010)<sup>3</sup> and DESE's teacher evaluation system.
- Strategies for Developing Classroom/School Culture: Teachers will participate in training that will equip them to build a positive, supportive learning environment and subsequently establish positive teacher-student relationships. Training may include establishing classroom norms and expectations, Crew Meetings, and supporting English Language Learners and refugee students.
- Technological Literacy: Workshops and practical lessons in how to integrate technology into the classroom to improve student engagement and facilitate more "time on task" will be provided. In addition, teachers receive training on how to

<sup>&</sup>lt;sup>3</sup> Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

integrate principles of technological literacy across disciplines. Organizations such as the International Technology Education Association (ITEA) can provide resources regarding technological literacy instruction for teachers.

#### **Teacher Evaluation and Feedback**

Consistent supervision and teacher support is essential to ensuring that high-quality and appropriate instruction is occurring in all classrooms throughout the year, and will take multiple forms at NEAT. Ongoing professional development will be supported throughout each school year by the *Framework for Teaching* evaluation system, which incorporates teacher/mentor relationships and modeling, regular Executive Director/teacher support meetings, daily classroom observations, coaching and feedback. The *Framework for Teaching*, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The *Framework for Teaching* is a validated" instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores.

The *Framework for Teaching* is one of the instructional frameworks already (either in its original form or with slight modifications) as the foundation of mentoring, professional development, and evaluation systems in numerous school districts, including some of the largest. The components of the framework are aligned with Missouri's teacher evaluation criteria, making it well suited to support NEAT's ongoing professional development. Furthermore, the *Framework for Teaching* is one of the observation protocols used in the Gates Foundation-funded study of teaching, called Measures of Effective Teaching, or MET.



#### **EXHIBIT A.2**

#### **EUREKA MATH: SCOPE-SEQUENCE K-5**

	Pre-Kindengarten	Kin dengart en	Grade 1	Grade 2	Grade it	Grade 6	Grade 5			
20 clays				M1: Sums and Differences to 20 (10 days)	M1: Properties of Multiplication and Division	MI: Place Value, Rounding, and Algorithms for	M1: Place Value and Decimal Fractions	20 days		
	M1: Numbers to 5	MI: Numbers to 10	M1: Sums and Differences to 10	M2: Addition and Subtraction of Length Units (12 days)	and Solving Problems with Units of 2-5 and 10 (25 days)	Addition and Subtraction (25 days)	(20 days)			
20 clays	(45 days)	[48 days)	(45 days)	M3:Place Value, Counting, and Compension of		*W2: Unit Comventions 17 days		20 days		
				Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	Crussa	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)			
20 days	M2:Two-Dimensional and Three-Oimemional Shapes	*N/2: 20 and 30 Shapes (12 days)				M3: Multi-Olyte	(33 (49))	20 days		
	(LS days)		NtZ:Introduction to Place Value Through Addition and	M4: Addition and Subtraction Within 200 with Word	Mik Multiplication and DiMalon With Units of 0, 1, 6-9, and	Multiplication and Division (43 days)	M3: Addition and Subtraction			
2.0 days		Mil: Comparison of Length, Weight, Capadty, and	Subtraction Within 20 (35 days)	Subtraction Within 20 (35 days)	Problems to 100 (35 days)	Multiples of 10 (25 days)		of Fractions (22 days)	20 days	
	M3: Counting to Answer	Numbers to 10 (38 days)	M3c Ordering and Companing		MA: Multiplication and Area	M4: Angle Measure and				
2.0 clays			Length Messurements as M5: Addl Numbers (15 days) Within	M5: Addition and Subtraction Within 1000 with Word Problems to 100	(20 days)	Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal	20 days		
				(24 days)	(2.4 dwys)				Frections (38 days)	
20 clays		M4: Number Pairs, Addition	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	ME: Foundations of	MG: Enunciations of on the Number	MS: Fractions as Numbers on the Number Line (35 days)	MS: Fraction Equivalence,		20 days	
	M4: Comparison of Length,	and Subtraction to 10 (47 days)	ćza osket	Multiplication and Division (24 days)	(35 days)		(35 dejo)	(45 days) Ordering, and Open (45 days)	Ordering, and Operations (45 days)	MS: Addition and
	Weight, and Especity (35 days)	(35 days)	MS: Identifying, Composing,		M6: Collecting and Displaying		Area (25 days)	20 days		
			and Partitioning Shapes (33 days) Date (10 days)  (33 days) M7: Problem Solving with							
20 days	0 days M3cNumerals to 5, Addition	MS: Numbers 10-20 and Counting to 100	Length, Money, and Data (30 days)	M7:Geometry and	M6: Decimal Fractions (20 days)	M6cProblem Solving with	20 days			
	and Subtraction Stories, Counting to 20	[30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and	MB:Time, Shepes, and	Magaurament Word Problems (40 days)		the Coordinate Plane (40 days)		
20 clays	(35 days)	(55 days)  Fractions as Equal Parts  of Shapes  (20 days)  (20 days)		M7: Exploring Multiplication (20 days)		20 days				

\*Flesse refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules

Key:	Geometry	Number	Number and Geometry, Measurement	Fractions
			Measurement	



#### **EXHIBIT A.2**

#### NEAT MATHEMATICS KINDERGARDEN UNIT 1: LESSON 1-3 UNIT ASSESSMENT

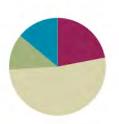
#### Lesson 1

Objective: Analyze to find two objects that are exactly the same or not exactly the same.

#### **Suggested Lesson Structure**

Fluency Practice (11 minutes)
Application Problem (6 minutes)
Concept Development (26 minutes)
Student Debrief (7 minutes)

**Total Time (50 minutes)** 



#### Fluency Practice (11 minutes)

Counting Beans and Fingers to 3 K.Cu.4a (5 minutes)

Show Me Beans K.CC.4a (3 minutes)

Counting with the Number Glove to 3 K.CC.5 (3 minutes)

#### **Counting Beans and Fingers to 3 (5 minutes)**

Materials: (S) Left hand mat (Fluency Template), bag of beans or small counters Note: This fluency activity was selected in anticipation of future lessons. Although they not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

T: Take 1 bean out of your bag, and put it on your mat. Count how many beans are on your mat.

S: 1.

T: Take another bean out of your bag, and put it on your mat. Count how many beans are on your mat now.

S: 1, 2.

T: Yes. Take another bean out of your bag, and put it on your mat. Count how many beans are on your mat now.

S: 1, 2, 3.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Any time a new manipulative is introduced, provide children an opportunity to freely explore (play) with it for a few moments before asking them to do anything constructive with it.

Students at this age are very excited to use new materials. Allowing them

to action, their auricalty

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T: Yes. Let's touch and count them one at a time like this: 1, 2,

3.

S: 1, 2, 3 (touch each bean).

T: Move 1 bean to the pinky fingernail. How many fingers have a bean?

S: 1.

T: How many fingernails are under the bean?

S: 1.

T: Is that exactly the same number?

S: Yes!

Continue to 3 in this manner. Give time for students to touch and count, but take notice of which students must recount each time.

#### Show Me Beans (3 minutes)

Materials: (S) Left hand mat (Fluency Template), bag of beans or small counters Note: This fluency activity was selected in anticipation of future lessons. Although they are not working with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

T: You're getting very good at counting beans and fingers. Now, we'll play a game called Show Me Beans. I'll say a number, and you put that many beans on the fingernails. Remember to start on the pinky, and don't skip any fingers! Ready?

Show me 1.

S: (Place 1 bean on the pinky finger.)

T: Quick... Show me 2.

S: (Place another bean on the ring finger.)

T: Show me 1.

S: (Remove a bean from the ring finger.)

T: Show me 2.

S: (Place another bean on the ring finger.)

T: Show me 3.

S: (Place another bean on the middle finger.)

Continue changing the number by 1 within 5 as students demonstrate mastery, taking note of which students need to recount.



NOTES ON MULTIPLE MEANS OF

REPRESENTATION: Since this activity is taught early in the year, the vocabulary might present challenges for some students. Using a 5-frame with a small icon in each corner might aid in focusing students. For example, a frame could have a tree, car, ball, or a triangle in the corner.





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#### **Counting with the Number Glove to 3 (3 minutes)**

Materials: (T) Right-hand glove with the numbers written on the fingertips from 1 on the pinky finger to 5 on the thumb (looks like left hand from students' perspective)

Note: This fluency activity was selected in anticipation of future lessons. Although they are not working with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

T: Watch my number glove and count with me. Ready? (Begin with a closed fist, and then show the pinky finger, followed by the ring finger, and then the middle finger.)



T: Stay here at 3. Let's count back down to 1. Ready? (Put down the middle finger and then the ring finger.)

S: 3, 2, 1.

Continue counting up and down a few more times.

T: You're ready for something harder! This time we'll count up and down, like a wave. Watch my glove, and you'll know just what to do.

S: 1, 2, 3, 2, 1, 2, 1, 2, 1, 2, 3, 2, 3, 2, 3...

Listen for hesitation as students count, rather than counting along with them.

#### **Application Problem (6 minutes)**

Materials: (T) Blue sock

Hold up a blue sock.

T: Please draw a picture of this sock.

Note: In the Debrief, students look at all the socks drawn. There might be some that are exactly the same (or very, very close), and there are many that are not exactly the same. Using the socks that they drew as part of the Debrief helps to engage all students.



Number Glove Viewed from the Students' Perspective.



#### **Concept Development (26 minutes)**

Materials: (T) Pairs of socks (or any other pairs of items available) in a variety of patterns, colors, sizes, and lengths in a laundry bag

Call students to the rug. Display the socks, and allow students to look, touch, and talk about them.

T: I just came back from the laundromat, and now I have to match up all of these pairs of socks.

Look at these two. (Hold up two blue socks.) These two are **exactly the same** because they are both...? (Signal to elicit the response.)

S: Blue!

T: So, they are both exactly the same color.

T: (Hold up a red knee sock and a red ankle sock.) What color are these two socks?

S: Red.

T: These two are both red, but they are **not exactly the same**. One is big, and the other one is...? (Signal.)

S: Small!

T: So, they are not exactly the same.

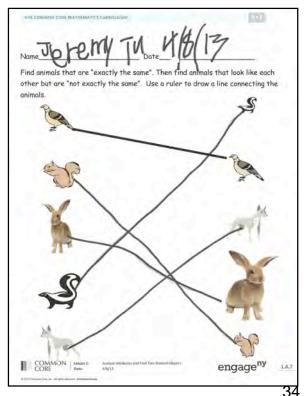
T: (Hold up two socks that are similar.) Who can explain why these are not exactly the same?

S: They both have kitties on them, but the kitties on this one are orange, and the kitties on that one are black.

Continue to talk about the attributes of the different socks, guiding students to use the new terms exactly the same and not exactly the same. Allow for varied interpretations and ambiguity. Encourage students to justify their reasoning. A student might offer a clever analysis, e.g., the two socks of a pair are not exactly the same because one is worn on the left foot and the other on the right.

T: Let's play the Exactly the Same Game. When I call you, pick up one sock. (Call students until everyone has a sock.)

T: When the music begins, I want you to slowly and calmly walk around the room until you find a sock that is exactly the same as yours. When you find the sock, link arms with the person who has it like this (demonstrate) and say, "Our socks are exactly the same!" See if you can get together before the music stops! (Start the music. Stop. Check. Clarify.)



### T: Very good. Let's play again. (Have students trade so they each get a new sock.) **Problem Set (5 minutes)**

Students should do their personal best to complete the Problem Set within the allotted time. Distribute the Problem Set to students.

Have students draw a line connecting similar objects using a ruler. Demonstrate the use of a ruler as a straightedge. Walk around the room to support those students who need help with the ruler.

#### Student Debrief (7 minutes)

**Lesson Objective:** Analyze to find two objects that are *exactly the same* or *not exactly the same*.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson

Any combination of the questions below may be used to lead the discussion.

Are your shoes **exactly the same**?

Does the left shoe look exactly the same as the right?

Let's look at our pictures of the sock. Is this picture the same as that one?

Why are our pictures **not exactly the same**?

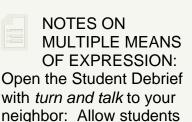
How can you tell if two things are exactly the same or not exactly the same?

#### Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

#### Homework

Homework at the K–1 level is not a convention in all schools. In this curriculum, homework is an opportunity for additional practice of the content from the day's lesson. The teacher is encouraged, with the support of parents, administrators, and colleagues, to discern the appropriate use of homework for his or her students. Fluency exercises can also be considered as an alternative homework assignment.



to try out their ideas with a

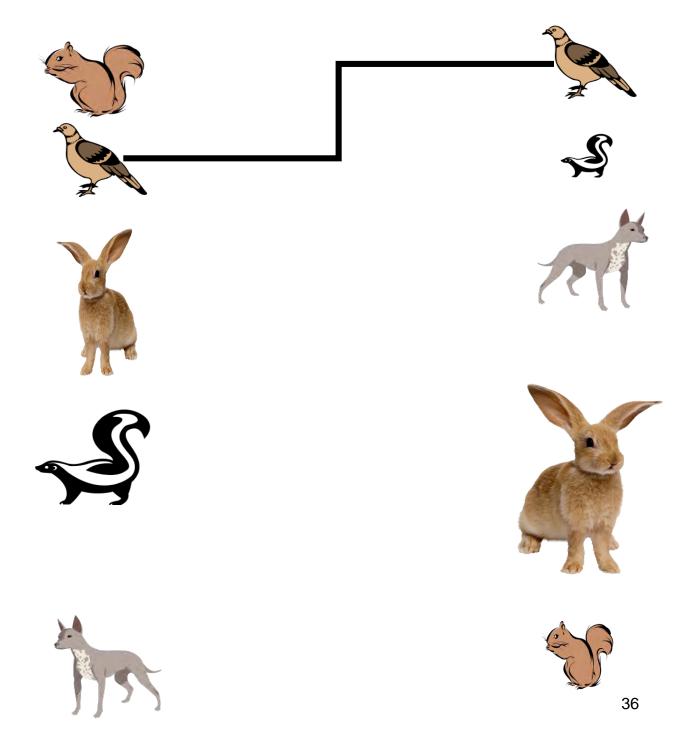
partner first before

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Name Date

Find animals that are exactly the same. Then, find animals that look like each other but are not exactly the same. Use a ruler to draw a line connecting the animals.



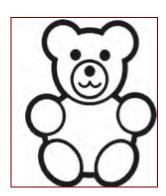
Name		Date	
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Tell a partner why these are exactly the same or not exactly the same.



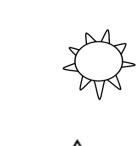






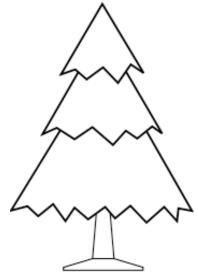


Name	Date		
Color the things that are the same.	Color them so that they look like each other.		



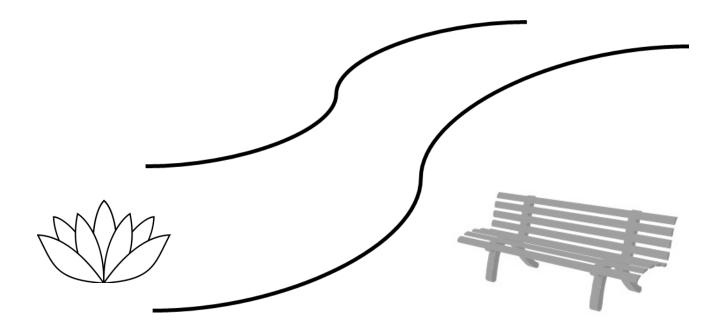


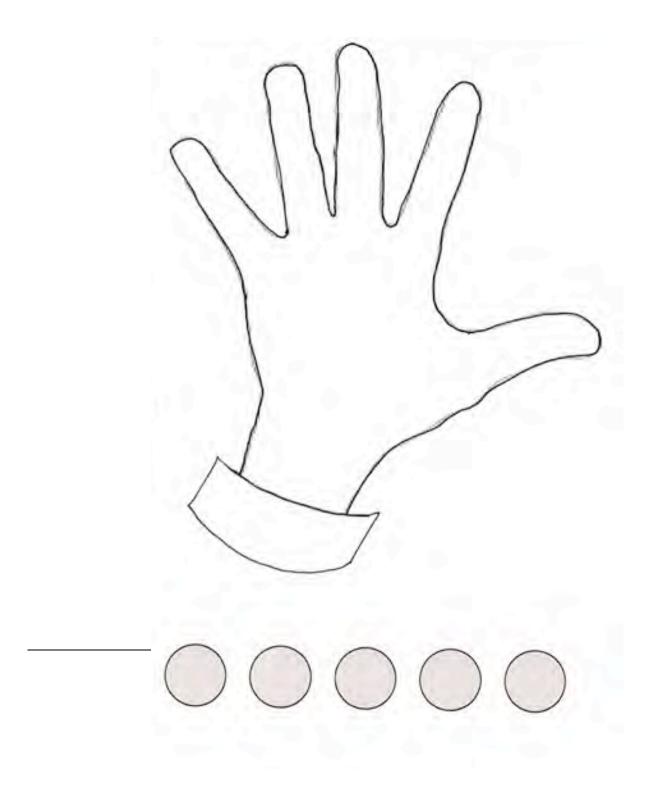












## Lesson 2 Objective: Analyze to find two similar objects—these are the same but...

#### **Suggested Lesson Structure**

- n Fluency Practice (12 minutes)
- n Application Problem (3 minutes)
- n Concept Development (25 minutes
- n Student Debrief (10 minutes)

**Total Time (50 minutes)** 

#### Fluency Practice (12 minutes)

Hands Number Line to 3 K.CC.4a

Show Me Fingers to 3 K.CC.5

Finger Flashes to 3 K.CC.5

Rekenrek to 3 K.CC.5

(2 minutes)

(2 minutes)

(3 minutes)

#### Hands Number Line to 3 (5 minutes)

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

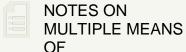
T: How many hands do you see on your mat?

S: 1.

T: How many real hands do you have?

S: 2.

T: Put 1 of your real hands down on the mat so that it matches the picture of the hand on your mat exactly. Make sure to line up all of your fingers.



REPRESENTATION:
Enlarge a copy of the left hand mat, and hang it in the room where students can see it and reflect on how they have used it.
Make a few copies so that children can use them at a center where they can practice counting.
For learners who like to

T: Take 1 bean out of your bag, and put it on the pinky fingernail on your mat. How many fingers have a bean?

S: 1.

T: Which finger is it?

S: Pinky.

T: Show me your real pinky finger. This is the finger we'll start counting with. (Demonstrate.)

S: 1. (Hold up the pinky finger of the left hand, palm facing away from students.)

T: Put another bean on the very next finger. How many fingers have beans on them now?

S: 2.

T: Show me which fingers have beans. Use your mat to help you. (Circulate and support.) Let's count on fingers from 1 to 2. Ready?

S: 1 (hold up the pinky finger of the left hand), 2 (hold up pinky and ring finger, palm out).

T: Put another bean on the very next finger. How many fingers have beans on them now?

S: 3.

Show me which fingers have beans. Use your mat to help you. (Circulate and support.) Let's count on fingers from 1 to 3. Ready?

S: 1 (hold up the pinky finger of the left hand), 2 (hold up pinky and ring finger, palm out), 3 (hold up pinky, ring finger, and middle finger, palm out).

T: Very good! See if you can do it without looking at the mat. Close it up (show closed fist). Ready?

S: 1, 2, 3 (show fingers).

T: Stay here at 3. Now, count back down to 1. Ready?

S: 3, 2, 1.

Continue practicing so that students get more comfortable with this way of finger counting.

#### Show Me Fingers to 3 (2 minutes)

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

T: Let's play Show Me Fingers. I'll say a number, and you show me that many fingers, the same way as before. Remember to start on the pinky, and don't skip any fingers! Ready? Show me 1.

S: (Hold up the pinky finger.)

T: Quick... show me 2.

S: (Hold up the pinky finger and the ring finger.)

A possible sequence is 1, 2, 1, 2, 3, 2, 3, 2, 3, 2, 1. As students approach mastery, say numbers randomly.







#### Finger Flashes to 3 (2 minutes)

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

T: This time, I'll show you my fingers, and you say how many you see. Ready?

Use a similar sequence as before. Realize that the teacher needs to show the reverse, starting with the pinky finger of the right hand. It is important that students see the number line progressing from left to right from one finger to the next.



Student View

#### Rekenrek to 3 (3 minutes)

Materials: (T) 20-bead Rekenrek

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons



20-Bead Rekenrek

in which they work with numbers in depth.

T: Let's practice counting with the Rekenrek. (Show students the 20-bead Rekenrek with the side panel attached.) Say how many you see. (Slide the red beads students are counting completely to one side.)

A suggested sequence is counting up, counting down, then in short sequences: 1, 2, 1, 2, 3, 2, 3, etc.

#### **Application Problem (3 minutes)**

Jeremy has 3 marbles. Draw his marbles.

Note: Students can debrief this problem by comparing their drawing to that of their partner. The sooner they see that there are different ways to draw solutions, the better. Ask, "How are our drawings exactly the same?"

#### **Concept Development (25 minutes)**

Materials: (T) Pairs of similar items that are different in one aspect (e.g., two tennis balls, one white and one yellow; two identical cups, one with a straw and one empty; two squares, one turned to be a kite and one parallel to the floor; two identical pencil boxes, each labeled with a different student's name; two identical pencils, one new and one used) (S) Two of the same flowers (or leaves, twigs, etc.)

- T: What am I holding?
- S: Balls.  $\rightarrow$  2 things.  $\rightarrow$  2 balls.  $\rightarrow$  A yellow ball and a white ball.  $\rightarrow$  2 tennis balls.
- T: Are they exactly the same, or are they almost the same?
- S: They are almost the same.
- T: They are **the same but**...
- S: One is yellow, and one is white.  $\rightarrow$  They are the same, but they are different colors.
- → One is fuzzier than the other one.
- T: So many good ideas! Repeat one of them after me. They are the same, but one is yellow, and one is white.
- S: They are the same, but one is yellow, and one is white.
- T: What am I holding now?
- S: Pencils.  $\rightarrow$  2 things.  $\rightarrow$  2 pencils.  $\rightarrow$  A short pencil and a long pencil.
- T: They are the same but...
- S: One is shorter, and one is longer.  $\rightarrow$  They are the same, but one is sharpened, and one is not sharpened.  $\rightarrow$  One is new, and one is not.
- T: Repeat one of your ideas after me. They are the same, but one is shorter, and one is longer.
- S: They are the same, but one is shorter, and one is longer.
- T: What am I holding now?
- S: Cups.  $\rightarrow$  2 things.  $\rightarrow$  2 cups.  $\rightarrow$  2 plastic cups.
- T: Are they exactly the same, or are they not exactly the same?
- S: They are exactly the same.

Repeat the process with other pairs. Then, have students talk to their partners using their words, "These are the same, but this one is \_\_\_\_\_, and this one is \_\_\_\_\_." Once they have finished with one pair of items, have them try with another.



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Have students bring an object to add to the materials from the lesson (e.g., balls, cups, pencils). Set up an area where children can explore those items and reflect back on the lesson.

After a day or two, consider adding some other items (e.g., colored styrofoam egg cartons, large and small books, colored buttons). Children can apply their learning about exactly the same but... to the new pieces.

# NOTES ON MULTIPLE MEANS OF ENGAGEMENT: Cut out the eight pictures

Cut out the eight pictures on the Problem Set, and let students who have coordination challenges match them by pairing.

#### **Problem Set (5 minutes)**

Students should do their personal best to complete the Problem Set within the allotted time.

#### **Student Debrief (10 minutes)**

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

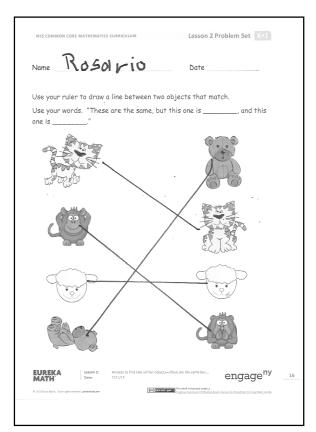
What were your favorite objects?

Who can make a sentence about the cats using they are **the same but**...? (Repeat with each of the animals.)

How could we change one of the cats to make it exactly the same as the other? (Repeat with each of the animals.)

#### **Exit Ticket (3 minutes)**

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



Name		Date	
Use your ruler to	draw a line between two objects that match.		
Use your words	"These are the same, but this one is	and this one is	"

















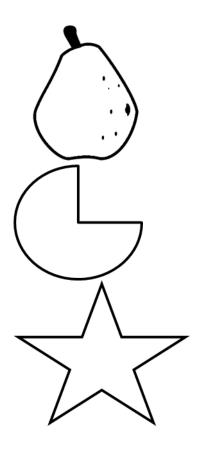
Name	Date	
Use your ruler to draw a line between two objects	s that match.	
Use your words. "These are the same, but this o	ne is and this one is	,

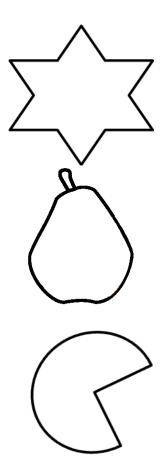






Name			Date
Draw a	line between two objects that match.	. Use your words.	"These are the same, but this
one is _	, and this one is	"	





#### Lesson 3

## Objective: Classify to find two objects that share a visual pattern, color, and use.

#### **Suggested Lesson Structure**

Fluency Practice (11 minutes)
Application Problem (4 minutes)

Concept Development (30 minutes)

Student Debrief (5 minutes)

#### **Total Time (50 minutes)**

#### Fluency Practice (11 minutes)

Counting Beans and Fingers to 5 (5 minutes)
Show Me Beans to 5 (3 minutes)
Counting with the Number Glove to 5 (3 minutes)

#### Counting Beans and Fingers to 5 (5 minutes)

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

Conduct the activity as outlined in Lesson 1.

Continue to 5, moving from pinky finger to thumb. Give time for students to touch and count, but take notice of which students must recount each time another bean is added.

#### Show Me Beans to 5 (3 minutes)

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

Conduct the activity as outlined in Lesson 1.

Continue the wave sequence to 5 and then randomly as students demonstrate mastery.

Take notice of which students need to recount.

#### Counting with the Number Glove to 5 (3 minutes)

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

Conduct the activity as outlined in Lesson 1.

A recommended sequence is 1, 2, 3, 2, 3, 4, 3, 4, 5, 4... Listen for hesitation as students count, rather than counting along with them. Return to sequences within 3 if they have difficulty, and then build up to 5.

#### Application Problem (4 minutes)

Draw two circles that are the same but a different color.



Note: Linking drawing and math is important to instill in students from the beginning of their formal math learning. By drawing circles, they are representing their understanding and learning how drawing can be a tool to aid in that understanding.

#### Concept Development (30 minutes)

#### Part 1

Materials: (S) Sets of plates, cups, bowls, etc., in a variety of patterns; bin or basket; stuffed animals

Plastic dinnerware sets can be purchased, or the teacher can create her own from disposable products with a variety of colors and patterns drawn with permanent marker. Although time-consuming, a teacher-created set allows for greater control of the complexities of the concepts and yield richer discussion. For example, this plate has blue stripes, and this bowl has red stripes. Even though they are different colors, they match because the pattern is the same.

Invite students to the rug to sit in a circle. Have them pass the objects around and talk about them. Guide them to discuss and compare attributes of each. Collect the items after discussion.

T: Let's have a teddy bear tea party! This is Teddy's plate. (Place a plate in front of the stuffed animal.) What do we see on Teddy's plate?

S: Stripes.

T: Yes, what color are the stripes?

S: Blue.

T: Good. Teddy wants a cup that has the same striped pattern. Let's find a cup that **matches** Teddy's plate.

S: The one with red stripes!



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Children who are visually impaired or who tend to be more kinesthetic learners may benefit from sets that have texture. For example, glue the rim of the cup, and then dip it in sand. The plate could be glued around the edges and sprinkled with sand. Another option is to glue rickrack around a cup and a plate to give it texture.

MP.

#### **NEAT MATHEMATICS CURRICULUM**

NOTES ON
MULTIPLE MEANS
OF

REPRESENTATION:

Continue to stress the importance of clear, concise language from students. Let students share their answers with a partner first and then share

- T: Yes! Are they the same color?
- S: No.
- T: How are they a match?
- S: They both have stripes.

Continue with other patterns and colors until students are able to consistently identify a match. Consider showing a few non-examples, and have students determine why the objects do not match.

Distribute a bin and stuffed animals to each group or table. Have them set the table so that each stuffed animal (not each table) has a matching set of dinnerware. Place the items back into the bin, and rotate so that students can practice with several different sets. Circulate and foster dialogue about the attributes of the objects.

#### Part 2

Materials: (S) Bags of objects or pictures of objects that are used together

- T: How are these used together? (Hold up a plate and a fork from the previous activity.)
- S: To eat with.
- T: Yes. Let's say it in a sentence like this: "I use a fork and plate for eating." Ready?
- S: I use a fork and plate for eating.
- T: Raise your hand when you can say the sentence about these two items. (Show a paper and pencil.) Ready?
- S: I use a pencil and paper for writing.
- T: Very good. When you go back to your seat, you'll get a bag. First, make a match. Then, tell how they are used together. Remember to say the whole sentence, just like we practiced.

Circulate to ensure that students are using the sentence frame to describe each match. Rotate bags of objects among tables or groups so that students have the opportunity to see a variety of items.

#### **Problem Set (7 minutes)**

Students should do their personal best to complete the Problem Set within the allotted time.

MP.

#### Student Debrief (5 minutes)

**Lesson Objective:** Classify to find two objects that share a visual pattern, color, and use. The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

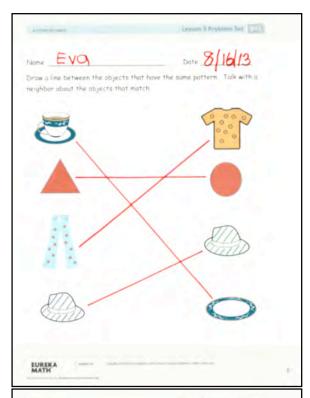
What are some ways that we made a **match** today?

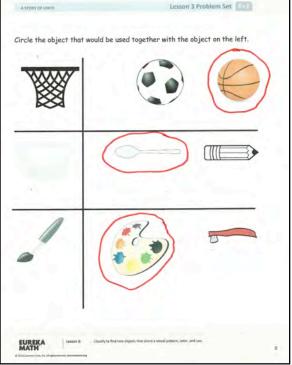
How can you tell if two items **match**? Can you think of things at home that are used together?

What are some things at home that are not used together?

#### Exit Ticket (3 minutes)

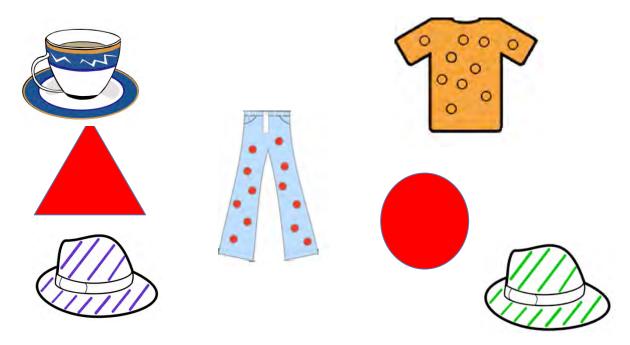
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.



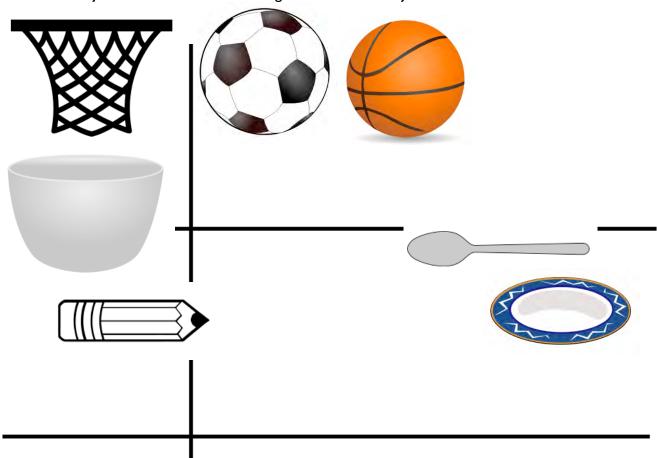


Name	Date

Draw a line between the objects that have the same pattern. Talk with a neighbor about the objects that match.



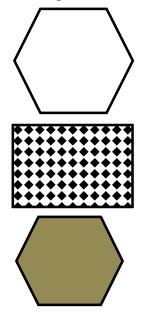
Circle the object that would be used together with the object on the left.

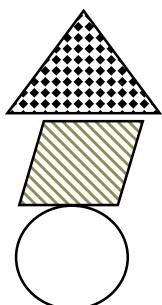




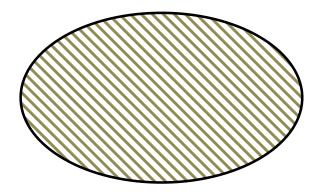
Name	Date	_

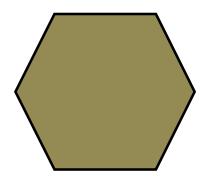
Draw a connecting line between shapes with the same pattern.





Circle the things that are used together. Explain your choice.











Name	Date
Draw something that you would use with each. Tell why.	
Make a picture of 2 things you use together. Tell why.	
Make a picture of 2 things you use together. Tell why.	

Student Name:

#### **Topic E: Working with Numbers 6–8 in Different Configurations**

		Date 1	Date 2	Date 3
Rubric Score: Time Elapsed:	Topic E			
<del></del>	Topic F			
Materials: (S) 10 linking cubes (or other familiar classroom objects)	Topic G			
T: Please count 6 linking cubes, and put them in a row. (Pause.) Write the numeral 6.	Topic H			

(Arrange 7 cubes in a circular configuration.) Please count the cubes. (Pause.) Write the number 7. Show me the 5-group that's hiding in this group of cubes.

(Arrange 8 cubes into an array of 4 and 4.) How many cubes are there now? (Pause.) How did you know there were that many?

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic F: Working with Numbers 9–10 in Different Configurations  Rubric Score: Time Elapsed:					
Materials: (S) 12 linking cubes (or other familiar classroom objects), brown construction paper mat to show the problem  T: Now, let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?  T: Use your words to tell me how you figured out the problem.  T: Write the number that tells how many bears there are eating leaves.  T: Another bear came. Show me the bears now. How many bears is that? Write that number.					
	What did the student do?	What did the student say?			
	1.				
	2.				
	3.				
	4.				

Topic G: One More with Numbers 0–10 Rubric Score: Time Elapsed:				
Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 cubes T: (Hold up the card showing 4 dots.) Use the cubes to show me the number of cubes that is 1 more than this. T: (Hold up the card showing the numeral 6.) Use the number cards to show me the numeral that's 1 more. How did you learn that? T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8, and 9 cards out of order.)				
	What did the student do?	What did the student say?		
	<ol> <li>2.</li> </ol>			
	3.			

Topic H: One Less with Numbers 0–10				
F	Rubric Score: Time Elapsed:			
Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 counting objects T: (Place 10 objects in an array of two 5-groups.) How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now. T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) Touch and tell me the hidden numbers. Don't turn over the cards, though! T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.				
	What did the student do?	What did the student say?		
	1.			
	2.			
	3.			

# End-of-Module Assessment Task Standards Addressed

### Know number names and the count sequence.

• Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

## Count to tell the number of objects.

• Understand the relationship between numbers and quantities; connect counting to cardinality.

Topics E-H

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.
  - Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

# **Evaluating Student Learning Outcomes**

A Progression Toward Mastery is provided to describe and quantify steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for students is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the students can do now and what they need to work on next.

A Progression Toward Mastery						
Assessment Task Item	STEP 1 Little evidence of reasoning without a correct answer.  (1 Point)	STEP 2 Evidence of some reasoning without a correct answer.	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer.  (4 Points)		
Topic E  MO Learning Standards Assessed	Student shows little evidence of writing or counting numerals, no understanding of the 5-group, and is almost non-responsive.	Student inconsistently counts the cubes. Student may or may not say and write the correct number. Student is unable to identify the 5-group and is unable to state a reason why she knows there are 8 cubes.	Student correctly counts and states the number of cubes (with more time elapsed) but struggles with writing the numerals and identifying the 5-group. Student is able to verbalize how she knows there are 8 cubes but is unclear in her explanation.	Student correctly:  Counts the linking cubes, puts them in a row, and writes the number 6.  Counts to 7 in the circular configuration, writes the number 7, and identifies the 5-group.  Counts 8 cubes and gives a reasonable answer to how she knows there are 8 (e.g., "I counted all		

A Progression	Toward Mastery			
				of the cubes one at a time," or "I see 4 on top and 4 on the bottom, and I know 4 and 4 is 8").
Topic F	Student shows little evidence of understanding zero or how to solve put together with result unknown problems. Numbers are illegible.	Student shows an early understanding of how to solve put together with result unknown problems and demonstrates weak explanation skills with incomplete reasoning. Student has difficulty counting and writing the numbers.	Student completes three of the four tasks. For example, student solves the put together with result unknown problem but cannot clearly explain his thinking. He correctly writes the numbers.	Student correctly: Solves the put together with result unknown problem using cubes. Explains his thinking, citing the solution process. Writes the number 9 and adds 1 more bear and says and writes 10.

A Progression Toward Mastery						
Topic G	Student shows little evidence of understanding 1 more or is unable to complete the task.	Student shows evidence of beginning to understand that 1 more is the next number in the counting sequence but requires support to recall and apply the concept.	Student accurately completes two of the tasks. For example, student identifies 5 as 1 more than the 4-dot card but is unable to identify 7 as 1 more than the numeral 6, and puts 7, 8, 9 in order. OR Student accurately identifies 7 as 1 more than the numeral 6 and identifies 1 more than the 4 dots but is unable to put the number cards in order.	Student correctly:  Identifies the numeral 5 as 1 more than the 4 dots pictured on the dot card.  Identifies 7 as 1 more than the numeral 6.  Places 7, 8, and 9 in order.		

## **A Progression Toward Mastery**

Topic H

K.CC.4a K.CC.4b K.CC.4c K.CC.5

Student shows little evidence of understanding organized counting. numeral writing, and matching concrete objects (dots) to the corresponding abstract numeral and/or cannot complete most of the tasks.

Student shows evidence of beginning to understand but miscounts. Student struggles with one-to-one correspondence . She might show 1 less but is confused and has difficulty counting and writing how many are left. She may or may not say and write 9. Student is able to say and match dot cards to some of the hidden numbers but not all of them. When student turns over the hidden numbers, she moves the dot cards to the correct place but is unable to

complete the

task unless all

showing.

the numbers are

Student correctly counts and states that there are 10 objects. removes 1 when asked to show 1 less. and writes and says 9, but struggles with counting and writing of the numeral 9. More time elapsed. Student touches the hidden numbers: correctly says 2, 5, 7, 9; and correctly matches the dot cards to the number cards but recounts often and looks to the teacher for support. More time

elapsed.

# Student correctly:

- Gives 10 as an answer. Shows 1 less by removing 1 object and writes and says
- Identifies by touching the hidden number card and says 2, 5, 7, 9.
- Matches the dot cards to her correspo nding hidden number card. Turns over the number cards after the dot cards are in place.

Class Record Sheet of Rubric Scores: Module 1					
Student Names:	Topic E: Working with Numbers 6– 8 in Different Configuration s	Topic F: Working with Numbers 9– 10 in Different Configuratio ns	Topic G: One More with Numbers 0–10	Topic H: One Less with Numbers 0–10	Next Steps:

7	0	•	
~	<b>60</b>	•	tk (
7		•	
	9	•	
9	S	•	

#### A.3 Assessment

NEAT aims to integrate standards across the curriculum, and implement multiple and varied measures of assessment in order to ensure that school leadership have a holistic picture of academic proficiency and progress. NEAT defines assessment as the systematic and ongoing process of collecting, describing and analyzing information about student progress and achievement in relation to curriculum expectations.

We believe assessment serves a dual purpose:

- 1. To assess academic performance for individual students, cohorts and the school as a whole
- 2. To assess the quality of instruction and the academic program to improve future learning

The data collected from assessment assists the school in analyzing progress so that we can modify and refine the teaching/learning cycle to better meet student needs.

NEAT believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student's progress. NEAT will use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student's progress, to help empower students to self-reflect on their own learning, and to ensure the school is meeting accountability expectations on the Missouri Assessment Program (MAP) Grade Level assessments.

We will use both ongoing and periodic assessment tools to provide a balanced assessment approach. Teachers will use a variety of strategies to provide a clear picture of student progress and how the instructional approach might be adjusted to increase student achievement. Our balanced assessment approach includes diagnostic, formative and summative assessment strategies to monitor student progress and report on how students are meeting standards-based learning objectives.

#### Assessments

NEAT will fully participate in the Missouri Assessment Program (MAP grade level assessments, MAP-A, etc.). Following completion of the revised learning standards in the 2016-17 school year and the subsequent development of new assessments, NEAT will administer all revised assessments. NEAT will utilize a variety of formative assessment measures consistent with our educational program outlined in A.2 Curriculum and Instruction to track student progress towards mastery of the Missouri Learning Standards.

Along with NWEA and MAP, NEAT's teachers will create interim and formative assessments aligned with the Missouri Learning Standards and content specific

units of study using Rigorous Curriculum Design process. We will share our performance data using the following structures:

- 1. Student Information System (SIS)
- 2. Formative Assessments
- 3. Data Management System

Beginning in the 2018-19 school year, NEAT shall conduct dyslexia screenings and provide reasonable classroom support consistent with the guidelines developed by the Department of Elementary and Secondary Education.

Additionally, NEAT's professional development shall include two hours of inservice training regarding dyslexia and related disorders provided for all practicing teachers. Such training shall count as two contact hours of professional development. (Section 167.950)

NEAT will track individual students longitudinally, spanning their attendance at NEAT so that we can continuously adapt our curriculum, teaching strategies, and content delivery to guide individual students to success and to facilitate continual academic improvement.

Student data to be collected will include but not be limited to the following:

- Personal identifiers
- Family demographics
- · Time at NEAT
- Attendance record
- Behavior record
- · Student portfolios Work samples and PBL units
- · Assessment records NWEA, Interim Assessments, skills mastered
- Retention

Teachers will receive training and support to ensure efficiency in the usage of data management and student information systems. Parents/guardians will be notified of student progress with up-to-date reporting of assessment data for individual students via a secure login and connection to school database in addition to interim report cards and timely home/school communication concerning academic and social progress of students.

In addition to the state assessments, NEAT will use the following assessments to determine student proficiency:

# **Communication Arts (English Language Arts)**

**NWEA MAP Assessments (K-5):** All NEAT students will take the NWEA assessments in Language Usage and Reading. This nationally normed, online assessment will be taken three times a year. The NWEA tests are designed so that scores can be compared across grade levels and across years so it is possible to see growth over time. NWEA assessments generate reports and comparison data so that teachers and school leadership can see how students are doing compared with national averages for their age. The NWEA tests are adaptive, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine the precise instructional level for each student, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year.

Fountas & Pinnell Benchmark Assessment System (BAS): The BAS assessment determines a student's current reading level and progress along a gradient of text levels over time. The assessment is designed to gauge student strengths and weaknesses against grade-level standards. The BAS provides information to: 1) form initial groups for reading instruction, and reform groups during the school year; 2) document student progress across a school year and across grade levels; 3) select strategies for helping students master grade level skills; and 4) identify students who need intervention and diagnose their particular areas of reading difficulty. NEAT will administer the BAS at least three times per year depending on individual student progress, with more frequent administration for students who are performing below grade-level.

Writing Pathways Rubrics based on the Units of Study for Opinion, Narrative and Informational Writing (K-5): The Writing Pathways assessment is a series of rubrics (one per grade level K-5 for each genre: narrative, informational and persuasive writing) used to measure student's growth in writing over the course of the year. While the rubrics are a part of the Units of Study in Opinion/Argument, Information, and Narrative Writing curriculum, these rubrics can be paired with any writing assignment by selecting the appropriate genre and grade. This rubric will be used four times a year, at the end of each unit to monitor student progress in writing and adjust instruction accordingly. Proficiency expectations are that students will score at least a 3 (on a 4-point scale) in each of the three genres.

Foundations Unit Assessments/Letters, Words, and How They Work Assessment Checklists (Fountas & Pinnell) (K-2 and as needed): These assessments are used on a consistent basis throughout the school year for primary students and older students as needed, and offer a systematic approach to interpreting students understanding of phonics, phonemes, word families and

language patterns. These tools provide further insight into students' ability to decode grade level text as assessed by the Fountas & Pinnell BAS and NWEA MAP Reading and Language Usage assessments (see above).

#### **Mathematics**

NWEA MAP Assessments (K-5): NEAT students will take the NWEA Measures of Academic Progress (NWEA) assessments in Mathematics.

Science and Social Studies Interim Standards-Based Assessments (K-5): Students' progress in mastering curriculum will be monitored via assessments associated with their grade level's primary curriculum, to monitor students' mastery of recently taught skills and concepts.

**English Language Acquisition: The** WIDA-ACCESS Placement Test will be administered once upon entry; once per year for students identified as ELL to provide benchmark and summative growth.

**Digital Portfolio-Presentations of Learning:** Each student will develop a quarterly portfolio of their work and present projects throughout the school year. Portfolio presentations and projects will be the responsibility of the students and allow them to demonstrate and defend their knowledge. The portfolio and project presentations will be open to parents, community members, and students, and will be judged by a panel of classroom teachers and the students' peers (beginning in 3rd grade). Upon completing 8th grade, students will have a multi-year portfolio depicting their academic growth and learning experiences at NEAT.

#### **Sustaining a Data-Driven Culture**

NEAT believes it is the responsibility of all teachers and administrators to know how students are performing on specific standards. One of the common features of the highest performing urban charter schools in the country is the use of data systems and supports to effectively guide instruction. This practice is also consistently supported by research as an effective practice. NEAT is planning to utilize the approach designed by Paul Bambrick-Santoyo as outlined in his book *Driven By Data*. This approach is currently utilized by some of the highest performing urban charter schools in the country including all of the schools in the Uncommon Schools network as well as Achievement First and STRIVE Prep. Features of this approach include frequent school-wide interim assessments that are given every 6-8 weeks, explicit planning and re-teaching of standards that were not mastered, response to intervention model is used to reassess and regroup students, and a culture driven by data.

Throughout the year, we will administer both nationally-normed tests and regular standards-based interim assessments to gauge student progress in Reading, Writing, Math, Science, and Social Studies as outlined. These assessments will be used to provide teachers with explicit information regarding each student's performance levels as well as to inform instruction and interventions. The MAP

will be administered to students in grades 3-8 providing growth and achievement data. Additionally, NEAT will utilize standards and targets aligned with each STEAM/Problem-Based Learning Unit to assess student performance.

Our educational program is designed for all students: from those who arrive at our doors far below grade-level, to students with special needs, to English Language Learners (ELLs), to gifted and talented students. We will accomplish this through our standards-aligned, arts integrated STEAM curriculum, high expectations for all students, and robust data assessment system that drives all decisions about individual supports for students.

Structurally, NEAT will have a daily Response to Intervention (RtI- also referred to as Response to Intervention) period- our "Building STEAM," where students are homogenously grouped in small groups designed to fit their individual needs. Students will complete these short skill building activities during "Skill Building" time (prior to class meeting).

All teachers will be expected to participate in weekly data teams (called STEAM Cluster) both for professional development and to review student data. Teachers will receive four formal evaluations and weekly informal evaluations by the Executive Director. The Executive Director has identified the Framework for Teaching as the structure by which teachers will be evaluated.

Until NEAT has baseline test scores and other data, we will consider the following priority needs when creating SMART goals:

- Data-driven focus on instruction
- · Research-based instructional strategies
- Increased accountability
- Development of Data Teams
- · Professional Development

#### **Progress Monitoring and Assessment**

Continuous use of diagnostic, formative, and summative assessment and data analysis is key to our education plan and student success. At the beginning of the year, students will take "grade level readiness" assessments which will cover skills students should have mastered prior to entering their current grade. Results from these assessments will be used to create Personalized Student Achievement Plans (PSAPs), determine student- ability groups, skill building assignments, and instructional plans.

Using the Rigorous Curriculum Design framework, teachers will research and prioritize the Missouri Learning Standards and then break them down into clear learning outcomes. Teachers will then use these outcomes and listen to student interest to design units of study with matching formative assessments, and engaging learning experiences. The assessments created will align with priority grade-level skills from the Missouri Learning Standards as well as curriculum

resources chosen for each content. For example, a prioritized third grade reading, writing, and communicating standard that has been written into a clear learning outcome states "I can use the writing process to plan, draft, and write an informational text." The third grade teacher will use the Units of Study resources to provide students with ways to graphically organize their ideas to brainstorm how to describe to a visitor the directions to get to our school. After using a graphic organizer to brainstorm and organize their ideas, students will use their writing journals to write drafts and final products. Teachers provide instructionally focused written feedback on student writings throughout the process, using her review of student work to adjust whole group instruction and individualized support.

#### **Promotion & Retention**

NEAT will use the following promotion policy at the school to ensure that every child is successful and on track to be successful to and through their educational career. Our promotion policy is part of the student-family handbook and will be reviewed at orientations each year prior to the start of school and during parent conferences in October.

Grades	Criteria	Metrics
K-2	Reading Level	Running Records, NWEA
	_	(far below grade-level)
3-8	Reading Level,	NWEA, Interim
	Math Achievement	Assessments (>70%
		average)

Students will be promoted after demonstrated mastery (75% or better) in all of the core subjects by the end of the final quarter. The core subjects are English Language Arts, Math, Science, and Social Studies. Any student whose performance does not meet this standard or whose unexcused absences exceed 10 in one year are candidates for retention and will be considered by the Student Intervention Team (composed of teachers and administration) in collaboration with the student's family.

#### **Special Education Students**

NEAT will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. NEAT shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education and /or 504 Plan instruction and services. NEAT will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP and/or 504 Plan process according to federal, state and NEAT timelines. Specific

details for providing special education services and the NEAT payment for services will be agreed upon in an annual contract between NEAT and service provider.

NEAT will make special education services available to exceptional children, including both students with disabilities and gifted students, in accordance with Individuals with Disabilities Education Act as reauthorized, including:

- An equal educational opportunity for all children may not be denied on the basis of a disability
- A written Individualized Education Program (IEP) for all students identified and qualified as having a disability and receiving special education services
- A free and appropriate public education program, this program to be determined on an individual case-by-case basis depending on each student's unique needs and which may be challenged by the student's parent(s) through due process procedures
- A least restrictive environment or "natural environment" in consideration of the following factors: (1) A comparison between educational benefits available to a disabled student in a traditional classroom and a special education classroom; 2) The non-academic benefits to the student with a disability from interacting with nondisabled students; (3) The degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student. Due process requirements which include notification of parent(s) of the intent to evaluate for special education and consent to this process by the parent(s) and nondiscriminatory evaluation procedures for children with IEP's

NEAT is designed as an inclusive school, a school without labels. Students of all abilities and disabilities will have equal access to the educational and enrichment programs of our school. We know that students learn in different methods, especially students with disabilities, and we believe that using the arts allows all students to participate in the curriculum in ways that traditional methods do not. Our marketing will focus on helping parents understand that our program can benefit their children. We believe the strongest partner in any child's education is the parent. Therefore, the parent will be integral to the review and placement to the degree possible.

NEAT will follow all DESE and federal requirements by hiring special education teachers who have a teaching license with the appropriate endorsements. NEAT will comply with all federal and state special education and disability laws. We will employ/contract qualified, licensed personnel, with experience in ability grouping, classroom differentiation, and subject matter acceleration strategies for exceptional children to deliver and monitor the prescribed program in an IEP. Contracted services will provide itinerant staff such as (psychologist, speech, OT, PT) for the provision of related services in accordance with a student's Individual Education Plan (IEP) or 504. Special education personnel will work with students, classroom teachers, and parents to identify and develop strategies for meeting the needs of students with diverse learning styles and disabilities. In addition,

teachers employed at NEAT must either have experience or be willing to be part of a vision that holds high expectations for students with special needs and engages parents to support and extend the learning of their children.

Because the STEAM program at NEAT is designed to offer greater inclusion for special education students, teachers will want to be part of a team that recognizes and values their contributions and expertise. Special education teachers will collaborate with classroom teachers in developing a Personalized Student Achievement Plan (PSAP) that ensures that ongoing assessment and strategies are set to help students succeed. All students at NEAT will be challenged on their independent learning levels through Personal Student Achievement Plans (PSAPs), our rigorous, standards-based and arts integrated curriculum that utilizes the engineering design process, and the use of ability grouping.

NEAT supports the movement of students with disabilities into less restrictive environments and increased interactions of students with disabilities with non-disabled students. NEAT's program of instruction for students with disabilities will be responsive to the required sequence of courses and related curricular activities provided for all students. Accommodations for students are made following the principles outlined in *Teaching Kids with Learning Difficulties in the Regular Classroom* by Susan Winebrenner. Behavior Support Plans will be individualized, responsive to the needs of the student, and support the student in all settings using the Positive Behavior Support process. At NEAT, we will challenge each student appropriately to reach his or her personal best in all academic areas.

NEAT will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment whereby all English Language Learners achieve the same challenging grade level standards as native-English speaking students. Through a small school environment focusing on individualized and personalized attention via PSAPs, differentiated instruction, ability grouping, and the Rtl process, this goal is attainable. Students' progress in acquiring English proficiency will be determined by using the World-Class Instructional Design and Assessment (WIDA) to assess listening, speaking, reading, writing, oral language and comprehension.

NEAT embraces the Response to Intervention (RtI) process to enhance the success of all students with a variety of academic and/or behavior needs. In alignment with Tier I, the Universal Level, prevention of academic deficits for many students is possible through a well-planned program of academic instruction. NEAT has assembled a rigorous, standards aligned, arts integrated academic program based on research-proven curricula. Student performance data will be tracked and reviewed three times throughout the year (beginning, mid, and end) to determine response to the intervention. Students who

demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting.

Students who continue to struggle despite various interventions may be referred for a formal evaluation by a school psychologist to determine eligibility for special education services pending parent notification and permission to evaluate.

As part of NEAT's educational program, interventions may include individual or small group tutoring, Before and After School academic programs, ELL programs, assessment for disabilities, transportation coordination and assistance, and/or behavior support plans. Interventions for at-risk students must clearly align with the student's identified challenges and will be clearly described on the PSAP document.

At minimum, the effectiveness of the interventions will be at the end of each interim period. Research shows that through a rigorous research-based educational program that is responsive to individual learning needs and combined with targeted interventions when necessary, the vast majority of students will achieve academic success. There are, however, those students for which a more intensive and individual educational program is necessary. For those students who demonstrate chronic or ongoing difficulty with academic or social growth and who have not responded to targeted interventions, further diagnostic assessment may be necessary. Tier III of the RtI process provides for the assessment of students for specific disabilities and eligibility for services under 504 or IEP plans.

NEAT's focus will be on an inclusive setting and delivering instruction in the general education classroom for all students, an emphasis on staff development and in-service will be maintained to ensure that all classroom teachers use effective strategies to ensure student success. Accommodations for students are made following the principles outlined in *Teaching Kids with Learning Difficulties in the Regular Classroom* by Susan Winebrenner. Behavior Support Plans will be individualized, responsive to the needs of the student, and support the student in all settings using the Positive Behavior Support process.

#### **Gifted Students**

Gifted students are no exception to the philosophy of achieving individual goals and demonstrating personal growth in achievement. Teachers will utilize the tools set forth in Susan Winebrenner's book, *Teaching Gifted Kids in the Regular Classroom*. The book is written based upon Winebrunner's own experiences as well of those of other creative teachers to provide a blueprint for teachers who wish to involve, excite, and entice gifted students to be learners. It also addresses the competitive nature of some gifted students and how to address and embrace that characteristic to achieve, learn and contribute in school while setting the academic goals high enough to challenge, but not too high that they

become unattainable. At NEAT, we will challenge each student appropriately so they can reach their personal best in all academic areas.

### **English Language Learners**

NEAT anticipates 80% of its student population will be English Language Learners (ELL). NEAT will employ an ELL specialist to work with students who need ELL services. Students with a need for ELL services will be placed in the regular classroom for the majority of the day. They may be pulled out to work one on one or in a small group on their English language skills on an occasional basis during the Building STEAM class. It is a goal of NEAT to be an inclusive environment. With full immersion in an English language program, ELL students will flourish, learning skills from their peers and teachers, while still having the support of an ELL specialist. NEAT will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment whereby all English Language Learners achieve the same challenging grade level standards as native- English speaking students. Through a small school environment focusing on individualized and personalized attention via PSAPs, differentiated instruction, ability grouping, and the Rtl process, this goal is attainable.

ACCESS for ELLs 2.0 is the English language proficiency assessment that Missouri has selected to annually assess Missouri's students who are eligible for ELL (English Language Learner) services. NEAT will administer ACCESS 2.0 to provide educators, students, and families a tool to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards.

Results also are calculated to determine if NEAT has met the AMAOs (Annual Measurable Achievement Objectives)

Students' progress in acquiring English proficiency will be determined by using the World-Class Instructional Design and Assessment (WIDA) to assess listening, speaking, reading, writing, oral language and comprehension. The WIDA: W-APT Placement Test will be initially administered to any student new to NEAT who has been identified by a home language survey as having a primary home language other than English and has not been previously assessed with the WIDA.

Annually, the WIDA Proficiency Test will be administered to those students identified by the Placement test as Non-English proficient (NEP) or Limited-English proficient (LEP) and are receiving program services.

NEAT will implement the following curricular plan to meet the needs of its ELL students:

- All teachers will know the classification levels of ELL students assigned to their classroom for instruction.
- WIDA ELD Standards for listening, speaking, reading, and writing will be used as a guide to instruct students on a daily basis.
- Differentiated instruction and ability grouping will be used in an inclusive setting.
- Cooperative learning activities and instructional strategies embedded in the Balanced Literacy framework will enhance instructional opportunities with ELL students.
- Progress will be monitored with the goal of one level progress per year through the process of attaining fluency.
- Reclassification will be based upon parent participation/opinions, two measurable indicators and a recommendation from the teacher based upon academic achievement (e.g. MAP (proficiency level), WIDA scores, and a classroom achievement grade of a B or higher).

A range of supports will be in place for our ELL students. Teacher will identify important vocabulary for ELL students in each lesson, and suggest different ways of presenting it to ensure comprehension (proven techniques such as pantomime and choral response). Curriculum support materials such as colorful vocabulary cards, puppets, and letter-blending cards provide strong visuals to aid in retention of new vocabulary and concepts. Assessment measures help pinpoint problem areas in vocabulary, oral language production and comprehension so these skills can be addressed directly, depending on the needs of individual students.

# A.4: School Calendar and Daily Schedule

NEAT offers an extended day and extended academic year for our students. NEAT students will have a 178 day academic year and a six and a half hour (6 ½) school day. Additional days allows for targeted literacy and math instruction each day, as well as science and social studies and enrichment courses (music, art, physical education, robotics, and chess). It has been proven over and over that adding additional instructional time makes a difference in boosting student achievement.

Additionally, students will attend a daily "STEAM" period, which is an integrated science, technology, engineering, arts, and mathematics class. Students will be released early one day each month to accommodate targeted professional development, data analysis, and collaborative learning and planning. Please see Appendix for examples of our school calendar and student schedule. NEAT will maintain a school calendar with 178 instructional days and 1,157 instructional hours, in addition to six inclement weather make-up days at the end of the school year. The total days (178) and instructional hours meet the requirements of 171.031.1 RSMo. We expect to align our calendar to be similar to the district's calendar to facilitate logistics for parents and staff.

The calendar will facilitate NEAT's ability to accomplish our mission. Prior to the first day of school in 2017, there will be a two week Summer Professional Development On Boarding to prepare the staff for the upcoming year. Throughout the school year, there will be a half-day each month dedicated to professional development. Students will attend school on these early release days, and they are included in the 178 total day count. NEAT's sample annual school calendar provides specific professional development dates and highlights holidays, inclement weather make-up days and parent/teacher conferences (Appendix C). At this time, NEAT does plan to offer summer school and will adjust budgets accordingly.

NEAT will establish a school schedule that exceeds the state requirement of 1,044 hours of instruction. With 178 full school days and nine early release days to allow for professional development and parent conferences, our proposed sample schedule provides 1,157 instructional hours. The sample schedule presented in Appendix C contains longer blocks of study to support project-based learning, service learning experiences and mixed-age group model for reading and language arts instruction. All teachers have daily 90 minute planning periods, providing within the daily schedule the ability for teachers to design and tailor their instruction to student needs and interests. Further opportunities for faculty collaboration are built in throughout the weekly schedule. Grade level teachers will collaborate frequently with one another throughout the week, holding both formal, weekly grade-level meetings during common planning times, as well as more informal interactions.

NEAT understands integrated, project-based STEAM learning requires expanded time, and we have intentionally designed a schedule that provides for expanded time in core academic areas, including science and social studies, and two daily specials for all students.

Our proposed daily schedule ensures that students receive intensive instruction in literacy and math and have opportunities to engage in project-based learning. The extended calendar and daily schedule will provide classroom teachers with two daily preparation periods, one for individual planning time and the other for common planning time.

The NEAT Board is aware that state funding supports the minimum required state term of 174 days and that the extension of the school year, beyond the minimum requirement, must be supported with summer school funds or non-state funds.

If regular year or summer school funding is reduced or modified in any way following submission of the charter application, NEAT is prepared to pursue financial contingency options outlined in Section C.1: Budget – including, but not limited to prioritizing program costs to identify potential modifications.

The extended school calendar builds in a minimum of six inclement weather closure days pursuant to Missouri Revised Statutes 171.033.2.

## **NEAT Sample K-8 Daily Schedule**

(Day begins at 8 a.m./Ends at 4:00 p.m.) (See note for WADA)

6:30-8:00 a.m.	Breakfast/STEM Club (optional)
8:00-8:30a.m.	Morning Meeting
8:30-10:00 a.m.	Reading/Writing Workshop
10:00-11:30 a.m.	Specials-Art, Music, PE, Engineering
11:30-12:00 a.m.	Lunch
12:00-1:30 p.m.	Math
1:30-3:00 p.m.	Science
3:00-4:00 p.m.	Social Studies/Class Meeting
4:00 p.m.	Dismiss
4:00-5:30 p.m.	Snack/STEM Club (optional)

<sup>\*</sup>Note: For the purpose of calculating WADA, NEAT will report attendance for six and one-half hours\*\*

Note: Students will receive scheduled break time during each of the core learning blocks, and will also be engaged in integrated, project-based learning opportunities (math, social studies, and science will not be traditional lecture-style classes.

#### **School Academic Calendar**

# **NEAT Academic Calendar** 2017-2018 21 22 28 29 23 24 30 31 Su M Tu W Th P Su 8 8 7 8 9 60 11 12 12 13 14 15 00 17 12 23 24 19 20 21 22 23 24 26 27 28 29 20 18 19 20 21 25 36 37 28 12 13 14 19 95 31 38 97 38 15 16 22 23 28 30 Nov 23 Therrisophing Break Nov 24 Therrisophing Break Dec 06 Early Release 2 p.m. Dec 20 Winter Break Begins Jan 03 School Begins -Carly Release Jan 05 ML/KNB School Fab 07 Early Release 2 p.m. Fab 27 Pannot Child Teacher Conf. Fab 28 Pannot Child Teacher Conf. Fab 29 Pannot Child Teacher Conf. Fab 20 Mary Release 2 p.m. Mar 19 Spring Break Apt 3-30 MAP Assessments St. 3-0 Apt 04 Early Release 2 p.m. May 02 Early Release 2 p.m. May 02 Early Release 2 p.m. May 02 Early Release 2 p.m. May 15 Last Day of School-Buders May 23-39 Winter Make -up Days Writer Break Begins School Begins -Carly Release 2 p.m. MLK-No School 4 5 5 7 8 9 10 11 12 12 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 4 5 6 T 8 9 10 11 12 12 14 15 16 17 18 19 20 71 22 23 34 25 26 27 28 29 30 31 Early Release 2 p.m. Paranti Child Teacher Conf. 3-7 p.m. Paranti Child Teacher Conf. 13-7 p.m. 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 21 3 4 5 6 7 10 11 12 13 14 17 18 19 30 31 24 35 38 27 28 17 18 19 30 21 22 23 24 25 26 27 28 29 30 Jun 04. Summer School Begins APPROVED

Month	Student Instructional Days
July	0 Instructional Days
August	14 Instructional Days
September	19 Instructional Days
October 6, 2017 (End of 1 <sup>st</sup> quarter)	20 Instructional Days
November	19 Instructional Days
December 20 , 2017(End of 2 <sup>nd</sup> quarter)	13 Instructional Days
January	20 Instructional Days
February	18 Instructional Days
March 21, 2018 (End of 3 <sup>rd</sup> quarter)	20 Instructional Days
April	21 Instructional Days
May 16 End of 4 <sup>th</sup> quarter	14 Instructional Days
June	Summer School

**Total Instructional Days** 

## 178 Instructional Days

NEAT Quarters	Instructional Days	
August 14-October 6	43 days	
October 9-December 20	41 days	
January 3-March 21	53 days	
March 26- May 16	41 days	

## A Day in the Life of a NEAT student...

At 6:30 a.m. a.m., students begin entering the building, coming from different neighborhoods, backgrounds, and races, speaking different languages. Once inside, they congregate in the communal space, across grade level and gender and are greeted by STEAM Club leaders who will gather their students by grade level and dismiss to classrooms for club activities such as Chess, Computers, Team Sports. Meanwhile, teachers are preparing their classrooms, sharing resources, and discussing the week of instruction and how they can better their practice on that day. Parents are circulating in the space as well, wishing their children well for the day. At 7:30, children are guided to breakfast.

At 8 a.m., teachers and students gather for morning meeting and greet each student with a smile and a handshake. During this time students are recognized, classes share current work and announcements and school pledge are shared. Teachers lead their students to class. Groups gather in flexible spaces, their chairs clustered together for team-based work. In Ms. Walker's 1st-grade class, groups of four students are building with wooden blocks.

Across the hall in Mr. William's 1<sup>st</sup> grade class, students are putting post-its on the wall, brainstorming designs for environmentally friendly toys. The halls rise and fall with the noise of students working with their friends and teachers. The pulse of the building is palpable. At lunchtime, students engage in conversations with friends and healthy, freshly prepared food and when they finish their meal have access to book bags to read until their teachers arrive for recess break.

After lunch, the art studio is a buzz with earthworms and 2<sup>nd</sup> grade students working on technical drawings. Across the hall in Ms. Diaz's room, students are setting up microscope stations for an experiment. During a grade level planning session, our Executive Director and a few teachers discuss the best strategies for project-based learning.

When school ends at 4pm, students are guided out of the building and await their ride home, greeting friends, and embracing their parents. Many students do not leave campus, though, instead attending STEAM Club sessions. Teachers and staff gather formally and informally as they did at the beginning of the day, to reflect and share practices.

## A.5: Target Population

While there are many educational options available to parents in Kansas City, NEAT recognizes the need for a high quality school for students and families in the northeast region of Kansas City and are committed to providing an innovative K-8 STEAM, problem-based learning opportunity to this northeast community. Moreover, we seek to ensure that all members of northeast Kansas City and the Kansas City Public School District (KCPS) at large are welcome and active participants in our school, creating a center for community activity that truly reflects and embraces the ethnic, racial diversity of the neighborhood.

NEAT will be located in Jackson County, in the northeast area of Kansas City, Missouri. This location is in close proximity to possible institutional partners-Pioneer Community College, Kansas City University of Medical Biosciences, Penn Valley Community College and University of Missouri-Kansas City to enhance and establish future teacher training internships/partnerships.

With STEM and arts integration models shown to greatly benefit low socioeconomic and at-risk students, our enrollment target will be similar to the community demographic, with at least 90% low socioeconomic students (based on 64123 and 64124 demographics), as defined by free and reduced lunch eligibility.

# **Community Support**

NEAT has secured a broad base of supporters who are deeply engaged in the Northeast community such as neighborhood associations, Kansas City University of Medical Biosciences, Score One for Health, MU Extension, Kansas City Young Audiences and the KC STEM Alliance. Each is committed to our success and believes that NEAT is a high quality option for their community. NEAT conducted outreach and garnered support from a diverse group of parents, community members, and neighborhood associations. This outreach and support is described in more detail in B.5 Student Recruitment and Enrollment and B.6 Parent, Community and Educator Involvement.

#### School-Aged Population

Northeast Kansas City has a large school-aged population. According to a recent IFF report-*Putting Performance on the Map: Locating Quality Schools in the Kansas City, Missouri School District* (KCMSD) suggested the following:

- Open high performing charter schools to reflect neighborhood needs (325-770 seats for students are needed in target zip codes.
- The majority of charter school students attend schools that did not meet even 50% of the state standard.
- The need for high performing schools is concentrated in 3 of zip codes NEAT plans to target: 64106, 64123, 64124, and 64217.

According to the 2010 U.S. Census there are over 3,000 children aged under five residing in the census tracts within the Northeast geographic preference area (as defined in *B.5 Student Recruitment and Enrollment*). NEAT believes this is a sufficient pool of potential students entering kindergarten to support our enrollment projections, especially given our plans to serve only kindergarten through second grade students in our first year of operation.

As the table below shows, we intend to open one elementary school serving students in kindergarten, first and second grade, ages 5-8 in 2017. This will allow NEAT to open small and grow one grade level each year. NEAT will fully enroll the opening year grades primarily from the Northeast area, while ensuring all students residing within KCPS are eligible to enroll. B.5 Student Recruitment and Enrollment details the steps we will take to ensure full enrollment. The chart below shows enrollment growth at NEAT for the term of our proposed five-year charter. At full capacity, NEAT will serve students ages 5-13.

Grade Level	YR 1 2017-2018	YR2 2018-2019	YR3 2019-2020	YR4 2020-2021	YR5 2021-2022
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3		60	60	60	60
4			60	60	60
5				60	60
6					60
School Total	180	240	300	360	420
% ELL	80	80	80	80	80
% SPED	10	10	10	10	10

Table 3. Public Elementary Schools in the NEAT Enrollment Zones

School Name	Zip	% Prof. or Adv. In Math	% Prof. or Adv. In Comm. Arts	% Free/Reduced Lunch	% Ave. Daily Attend.
Della Lamb Charter	64106	1.2	8.6	98.6	90.2
Garfield (KCMSD)	64123	16.9	21.7	89.4	92.0
Gladstone (KCMSD)	64123	32.9	23.3	89.4	92.0
Frontier Charter	64120	51.3	45.5	88.9	91.0
James (KCMSD)	64124	42.6	40.7	89.4	92.0
Rodgers (KCMSD)	64129	19.3	24.8	89.4	92.0

In a recent poll of these schools, they are currently at capacity, have extensive waiting lists, or have elected not to have a waiting list. As evident through the 2016 IFF report and student performance data, families in northeast neighborhoods are in need of additional quality school options. NEAT's intentional and research-based approach to merging the arts and STEM based learning, implementing thematic units to integrate curriculum, and using problem-based learning experiences to enhance critical thinking and innovation is one that accommodates the needs of gifted, at-risk, children of color, English language learners, and ethnically diverse students.

#### **Northeast Kansas City-An International Community**

The demographics of Northeast Kansas City reflect a community ready to support the launch of an academically high performing public school. NEAT is committed to the belief that the diversity of our community is its greatest strength. According to KCPS's DESE payment transmittal calculations, in 2015-2016, the district served a Limited English Proficient (LEP) population of 3,830 students, over 30% of their combined regular term and summer school average daily attendance. The local charter schools in Northeast referenced later in this section serve LEP populations ranging from 80% to 97% of total enrollment. NEAT anticipates serving an 80% LEP student population.

The following is a snapshot of the northeast community:

- 90% of students qualify for free and/or reduced lunch
- 87% children of color
- 85% students learn English as a second language
- 15% Special Education students

Given NEAT's target population, NEAT will adopt the *Community Eligibility Provision (CEP)* for the 2017-2018 school year. Community eligibility is a powerful tool to ensure that low-income children have access to breakfast and lunch at no charge through the National School Lunch and School Breakfast Programs. Community eligibility allows school districts, individual schools, or groups of schools to offer two nutritious meals daily to all students at no charge if more than 40 percent of their students are "Identified Students" — that is, approved for free meals without an application because they either have been identified as low income by another program (such as SNAP, formerly food stamps) or are considered at risk of hunger (because they are homeless or in foster care, for example).

NEAT will be located in the target zip code of 64123 or 64124 within the city of Kansas City, Missouri. NEAT will set a geographic preference in the target zip codes. Extensive marketing and outreach will take place in the Scarritt Point, Indian Mound and Pendleton Heights zip codes. The zip codes of 64123 and

64124, along with their surrounding neighborhoods face difficult social, economic, and educational challenges.

According to a 2016 study conducted by IFF<sup>1</sup>, these two zip codes are most in need of a high performing school. On the 2015 MAP Assessment, there were no Kansas City Public Schools in these zip codes that made Adequate Yearly Progress (AYP). IFF data also indicates that over 10,500 K-8 students living in these zip codes have limited access to a quality public school of any kind.

### **Achieving Target Enrollment Projections**

There are ways in which NEAT can ensure it reaches and continues to enroll the statutorily defined "high-risk" population (as defined in R.S.Mo 160.405.2) it seeks to serve. NEAT will provide geographical enrollment preference to students living in areas of the city where the prevalence of statutorily defined "high-risk" factors is high (please see above). The school will seek to locate permanently where the access to high performing charter school is limited. Currently, all charter schools serving this target area are at capacity. First, NEAT will employ sibling enrollment preference pursuant to R.S.Mo 160.410.2(2) in order to better retain family units. Students whose parents are employed at NEAT will also receive admission preference pursuant to R.S.Mo 160.410.2(2), who meet boundary requirements.

### **School Configuration in Support of Target Population**

As the needs of our society change, so do the needs of our students. One of the methods for addressing the changing needs of students is looping. Looping, defined by Forsten, Grant, and Richardson (1999)<sup>2</sup>, is an instructional design in which students progress to the next grade level with the same teacher(s) for two years. The focus in the initial year will be on building the overall school culture, creating strongly engaged classroom cultures, developing teachers, and establishing the structures and routines of the school. Looping will allow NEAT build relationships with students and to create personalized learning environments for each child.

NEAT's target population is urban students meeting at least one of the "high-risk" factors defined in state statute (R.S.Mo 160.405.2), with a particular focus on students who qualify for free/reduced lunch, are Limited English Proficient, or may be one or more years behind state proficiency standards. As NEAT configures our school emphasis will be placed on cooperation and collaboration, positive social skill development, and development of individual and group responsibility.

<sup>&</sup>lt;sup>1</sup> Public Schools in Kansas City: Place, Performance, and Promise, (IFF and National Association of Charter School Authorizers)

<sup>&</sup>lt;sup>2</sup> Forsten, C., Grant, J., & Richardson, I. (1999). *The looping evaluation handbook*. Peterborough NH: Crystal Springs Books

Instruction at NEAT is specifically designed using the integration of STEAM focused curriculum to provide individualized daily support to high risk, SPED, ELL and homeless students. NEAT intends to reach its outcomes for students despite this anticipated incoming deficit by using a STEAM foundation and student retention (enrolled at NEAT for more than three years). Quarterly, regular assessments measuring content mastery within the school year, single-year academic growth portfolios, and longitudinal academic growth data over several years will provide NEAT with rich data sets to track individual student progress and adjust curriculum and instruction as appropriate based on student performance.

## **Reducing Student Attrition**

Looping, Academic Parent Teacher Teams (APTT), daily attendance follow-ups for absent students, daily personal meetings between staff and families to discuss positive and challenging circumstances associated with a student's performance through growth portfolios, and regular contact outside the school calendar are ways NEAT hopes to reduce student attrition. Based on the experiences of schools with high average daily attendance, knowing each student, rigorous programs and consistent performance are all ways to retain students year after year. Attrition rates vary considerably and are attributed to a variety of reasons. Local charter schools that serve similar populations of students were investigated, and it was reported that attrition varied from a low of 10% to roughly 50% from kindergarten to fifth grade. NEAT is projecting an annual cumulative attrition between 5% and 7%, which would be partially offset by the enrollment of new kindergarteners each year, as well the enrollment of siblings who will receive preferential enrollment into higher grades as they become available.

NEAT's school leadership will investigate application and lottery system software to manage the enrollment and lottery processes. Existing demand for high-quality schools, extensive outreach, and the use an established geographical area as our Target Enrollment Zone ensure that our enrollment targets will be achieved.

160.410 language states, "A charter school may establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education".

The target enrollment zones play a significant role in ensuring that NEAT attracts a diverse student population that will be well served by NEAT's STEAM-based approach. School leadership and the NEAT Board of Directors will review enrollment policies on an annual basis to ensure that NEAT continues to serve a diverse student population that is representative of our neighborhoods and the broader community. Our charter sponsor will be actively involved to ensure that the enrollment plan/lottery is compliant with statutory requirements. NEAT will

offer a quality educational environment and experience that will nurture the educational, social, and emotional needs and development of all enrolled children.

## A.6 Special Student Populations

NEAT will provide a free and appropriate education (FAPE) to all enrolled students, least restrictive and supportive of each child's needs. In addition to the rich, STEAM based constructivist approach to learning that NEAT will use to support and challenge students, additional strategies will target students who may have additional needs - students performing below or above grade level, English learners, homeless, migrant, and students who have identified special needs. Our various subgroup populations will receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible.

#### **Homeless Students**

According to state and federal law, NEAT will ensure full compliance with the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) made applicable to Missouri under RSMo 167.020.1. NEAT's homeless policy is under development and will be approved by the Board. It will include the following; a process for identification of homeless students; an outline of enrollment and placement of homeless students in their school of origin versus the school of residency; an outline of provision of comparable services to homeless students; process for transportation of homeless students and record keeping; a designation of a homeless liaison and specification of duties under McKinney-Vento; immunization of (and exceptions made for) homeless students; and a dispute resolution procedure. NEAT's homeless liaison will be approved by the Board and submitted to the Department of Elementary and Secondary Education (DESE) through the district contact personnel August cycle of the core data collection system.

The homeless liaison will be responsible for assisting homeless children and youth with enrolling and accessing school services; informing parents, school personnel and others of the rights of homeless children and youth; and collaborating with Missouri's state homeless coordinator, the Kansas City community, and fellow LEA personnel. The liaison plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. NEAT will ensure that public notices of the educational rights of homeless children and youth are posted in at all school sites within the LEA and in appropriate places in the northeast community.

NEAT is designed as an inclusive school, a school without labels. Students of all abilities and disabilities will have equal access to the educational and enrichment programs of our school. We know that students learn in different methods, especially students with disabilities, and we believe that using the arts allows all students to participate in the curriculum in ways that traditional methods do not. Our marketing will focus on helping parents understand that our program can benefit their children. We believe the strongest partner in any child's education is the parent. Therefore, the parent will be integral to the review and placement to the degree possible.

NEAT will comply with all federal and state special education and disability laws. We will employ/contract qualified, licensed personnel, with experience in ability grouping, classroom differentiation, and subject matter acceleration strategies for exceptional children to deliver and monitor the prescribed program in an IEP. Contracted services will provide itinerant staff such as (psychologist, speech, OT, PT) for the provision of related services in accordance with a student's Individual Education Plan (IEP) or 504. Special education personnel will work with students, classroom teachers, and parents to identify and develop strategies for meeting the needs of students with diverse learning styles and disabilities. In addition, teachers employed at NEAT must either have experience or be willing to be part of a vision that holds high expectations for students with special needs and engages parents to support and extend the learning of their children.

Because the STEAM program at NEAT is designed to offer greater inclusion for special education students, teachers will want to be part of a team that recognizes and values their contributions and expertise. Special education teachers will collaborate with classroom teachers in developing a Personalized Student Achievement Plan (PSAP) that ensures that ongoing assessment and strategies are set to help students succeed. All students at NEAT will be challenged on their independent learning levels through Personal Student Achievement Plans (PSAPs), our rigorous, standards-based and arts integrated curriculum that utilizes the engineering design process, and the use of ability grouping.

NEAT supports the movement of students with disabilities into less restrictive environments and increased interactions of students with disabilities with non-disabled students. NEAT's program of instruction for students with disabilities will be responsive to the required sequence of courses and related curricular activities provided for all students. Accommodations for students are made following the principles outlined in *Teaching Kids with Learning Difficulties in the Regular Classroom* by Susan Winebrenner. Behavior Support Plans will be individualized, responsive to the needs of the student, and support the student in all settings using the Positive Behavior Support process. At NEAT, we will challenge each student appropriately to reach his or her personal best in all academic areas.

NEAT will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment whereby all English Language Learners achieve the same challenging grade level standards as native-English speaking students. Through a small school environment focusing on individualized and personalized attention via PSAPs, differentiated instruction, ability grouping, and the Rtl process, this goal is attainable. Students' progress in acquiring English proficiency will be determined by using the World-Class Instructional Design and Assessment (WIDA) to assess listening, speaking, reading, writing, oral language and comprehension.

NEAT embraces the Response to Intervention (RtI) process to enhance the success of all students with a variety of academic and/or behavior needs. In alignment with Tier I, the Universal Level, prevention of academic deficits for many students is possible through a well-planned program of academic instruction. NEAT has assembled a rigorous, standards aligned, arts integrated academic program based on research-proven curricula. Student performance data will be tracked and reviewed three times throughout the year (beginning, mid, and end) to determine response to the intervention. Students who demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting.

Students who continue to struggle despite various interventions may be referred for a formal evaluation by a school psychologist to determine eligibility for special education services pending parent notification and permission to evaluate.

As part of NEAT's educational program, interventions may include individual or small group tutoring, Before and After School academic programs, ELL programs, assessment for disabilities, transportation coordination and the following structures will assist in meeting all students' individual needs:

- Small class sizes (elementary) and block scheduling (middle school grades) allow teachers to develop deep understanding of individual student strengths and needs;
- A minimum of 90 minutes of planning time each day provides time for teachers to modify lessons to meet the needs of individual students;
- Grade level teams at the elementary level and frequent professional development time allow teachers to learn from each other's varying expertise in differentiating instruction;
- Integrating STEAM instruction and curriculum across academic disciplines, including integration of service learning with real-life applications allow students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents support NEAT's commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques and scaffolding and identify students in need of interventions and additional supports.

Ultimately, NEAT believe that the greatest responsibility for successfully educating all students lies within the culture developed within the classroom every day. Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for students who are performing more than one level below or above his/her actual grade level, not meeting standards in one

or more core subjects, or has persistent challenges with the school's academic or behavioral expectations.

## **Serving Students with Identified Special Needs**

NEAT is committed to providing an academically rigorous and free and appropriate public education (FAPE) to all students, and will thereby accommodate the unique educational needs of any student with an Individualized Education Program (IEP), Migrant, Limited English Proficiency (LEP), Homeless and/or Gifted and Talented services, under Missouri state law.

At NEAT, children with disabilities will receive a free and appropriate public education in the least restrictive environment (LRE) possible. To the maximum extent possible, students with disabilities will be educated with students who do not have disabilities. School staff will strive to include students in regular education classes. Students enrolling at NEAT will not be discriminated based on physical and/or mental disability. If students arrive at NEAT with an Individualized Education Plan (IEP), then that student will receive all services specified in that IEP.

Within the first 30 days of enrollment, an IEP meeting will be scheduled at a mutually agreed upon time and place with the parents of the student. The purpose of this meeting will be to accept student's previous IEP and Evaluation or determine that a new IEP or Evaluation should be created. If a student does not have an IEP, but it is suspected that the student has a disability, the teacher or other school staff will give the student's information to the special education coordinator. The special education coordinator will collect data on the student, meet with teaching staff and parents and suggest different research based interventions.

NEAT plans to develop and utilize a comprehensive, integrated three-tier Response-to-Intervention (RtI) model that includes both academic and social-emotional behavioral support and interventions at all tiers. RtI will provide more intensive and specialized instruction to those students not responding adequately to core instruction. For some students, this may include providing instruction that is completely individualized to the extent that the student is eligible for special education services under IDEA. Through the RtI process, the Executive Director and teachers will identify children that may require additional support.

Teachers will be supported in their professional development around RTI goals and methods by the special education coordinator, outside agencies and Executive Director, both as a teaching team and as individuals to support specific teachers' and student needs.

<u>Tier 1</u> will include evidence based core instruction and occur in the general education classroom. Given NEAT's staffing model and classroom ratios, we will be able to proactively identify students who are not adequately responding to

core instruction, and provide the necessary assistance to rapidly increase student achievement. The classroom teacher and teaching associates (in kindergarten) will provide proactive intervention through re-teaching, providing extra practice, before a student would participate in Tier 2. When the classroom teacher's interventions do not produce the desired results that would put the at-risk student on track to perform at grade level, students will be recommended to participate in Tier 2 interventions.

<u>Tier 2</u> interventions are provided in addition to the core instructional program that is provided in Tier 1. Tier 2 interventions will be small groups (3 to 5 students) of supplemental instruction. Students will participate in 20 to 30 minutes of supplemental instruction targeted to their specific area of need based on criterion-referenced, curriculum-based formative evaluation. Accordingly, students will likely be grouped with other students who have similar areas of student need. Since students will participate in Tier 2 interventions for nine-week intervals, the student success team, along with classroom teachers as necessary, will meet to analyze student progress in Tier 2. If the data indicates that students have made necessary growth, they will exit Tier 2 interventions. If sufficient progress is not made, the student will receive Tier 3 interventions.

<u>Tier 3</u> interventions are provided in smaller groups of students (1 to 2) and are designed to provide more intensive instruction than what is provided in Tier 2 interventions. Tier 3 interventions will consist of general education instruction in addition to specialized interventions. Students in Tier 3 interventions will participate in 30-to-60 minutes of intervention at a minimum of four days per week. Tier 3 students will be progress-monitored at least weekly to determine the success of the intervention. If the data indicates that students have made necessary growth, they will exit Tier 3 interventions. If special education needs are further suspected after Rtl interventions have been implemented for at least one semester, or the child's parent(s) request in writing a formal evaluation, or medical or psychological professionals indicate that a child is developmentally behind her/his peers; then a pre-referral/care team will be established to begin a formal evaluation process. The due process rights of the child as well as their parents will be ensured at all times.

If the school and parent team review existing data and determine further assessments are needed, the team will recommend further evaluation for a disability determination by contracted special education agency.

Parents of the student may also request that the student be evaluated. This request could be in either a written or oral form, however, signed consent must be provided by the parents on a Notice of Action before their child is tested as a part of their evaluation. Within 60 days of receiving the written consent, qualified personal of NEAT will complete the testing and an evaluation meeting will be held. If it is determined that the student is a "child with a disability" as defined by IDEA, he or she is eligible for special education and related services.

Within 30 days, the school will convene an IEP team to develop an Individualized Education Plan for the student. The IEP team will be made up of a regular education teacher, special education teacher, Local Education Agency Representative, student (when appropriate), parent or guardian, and all other relevant individuals including therapist, counselors, nurses and administrators who are important in the planning and implementation of the IEP. The purpose of this meeting is to talk about the child's unique educational needs, write the IEP, and then determine placement based on the IEP. The IEP team will meet to review the child's IEP at least once a year to determine whether annual goals are being achieved. At least once every three years, all students with IEP's will go through a reevaluation, which could include retesting of the student.

As much as possible, students with IEP's will receive accommodations and services in a least restrictive environment (LRE). Regular education teachers will provide necessary accommodations and one special education teacher will support students in and out of the general education classroom. A full range of placement will be considered for the student, and decisions made will be based on the IEP team's determination of the individual student's right to a Free Appropriate Public Education.

Based on charter school enrollment data, NEAT estimates 10% of its students will be identified as Special Education (SPED). In Year 1, approximately 20 students to Year 5 with a caseload of approximately 65 students receiving special education services.

## **Special Education Staffing**

From the first year of operation, NEAT will employ one full-time special education coordinator who will be supported in future years by an assistant coordinator. The coordinator will have, at the very minimum, a provisional cross-categorical special education Missouri Special Education and Elementary Education Teacher Certificate. The coordinator will conference with teachers, school leaders, and other instructional personnel (including contractors), to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP. Professional development will be provided to all teachers to ensure that they understand the referral and identification processes, and receive guidance on how to implement appropriate accommodations and modifications. NEAT will also provide all related services needed to ensure a free and appropriate education to all students, including but not limited to speech, occupational therapy, counseling, adapted physical education, educationalrelated intensive counseling services, recreational therapy and behavior intervention supports. As needed, we will contract with appropriately credentialed outside agencies to provide additional special education services (and have budgeted accordingly). All special education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP.

Prior to the start of the school year, NEAT will provide training to all teachers during the Summer Professional Development Onboarding on various topics regarding special education. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the student referral team, and the Rtl process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs.

NEAT will adhere to national and state policies regarding Special Education identification and accommodations – Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily located under Section 7 of Chapter 162.

In compliance with Federal law, NEAT will annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. NEAT will comply with the local compliance plan, Missouri state requirements, and federal laws and federal regulations. NEAT will use Missouri Learning Standards and indicators for guidance in establishing and implementing the special education plan.

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be provided a free, appropriate public education in the least restrictive environment.

If transportation to school is determined by the IEP team to be appropriate, NEAT will provide transportation and budget adjustments will be made. Decisions regarding the above are the responsibility of the Individualized Education Team, as formulated in a written plan and with full parental consent.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a "child find" process.

Instructional staff will be instructed on the characteristics of special education handicapping conditions and referral procedures. NEAT will provide psychoeducational diagnostic services to assess students for each of the disabilities as defined by federal law.

#### **English Language Learners**

NEAT anticipates 80% of its student population will be English Language Learners (ELL). NEAT will employ an ELL specialist to work with students who need ELL services. Students with a need for ELL services will be placed in the regular classroom for the majority of the day. They may be pulled out to work one on one or in a small group on their English language skills on an occasional

basis during the Building STEAM class. It is a goal of NEAT to be an inclusive environment. With full immersion in an English language program, ELL students will flourish, learning skills from their peers and teachers, while still having the support of an ELL specialist. NEAT will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment whereby all English Language Learners achieve the same challenging grade level standards as native- English speaking students. Through a small school environment focusing on individualized and personalized attention via PSAPs, differentiated instruction, ability grouping, and the Rtl process, this goal is attainable. Students' progress in acquiring English proficiency will be determined by using the World-Class Instructional Design and Assessment (WIDA) to assess listening, speaking, reading, writing, oral language and comprehension. The WIDA: W-APT Placement Test will be initially administered to any student new to NEAT who has been identified by a home language survey as having a primary home language other than English and has not been previously assessed with the WIDA.

NEAT will also administer the ACCESS for ELLs 2.0. This assessment is the English language proficiency assessment that Missouri has selected to meet the requirement of No Child Left Behind to annually assess Missouri's students who are eligible for ELL (English Language Learner) services. NEAT will administer ACCESS 2.0 to provide educators, students, and families a tool to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the <a href="WIDA English Language Development">WIDA English Language Development (ELD) Standards</a>.

Results also are calculated to determine if NEAT has met the AMAOs (Annual Measurable Achievement Objectives)

Annually, the WIDA Proficiency Test will be administered to those students identified by the Placement test as Non-English proficient (NEP) or Limited-English proficient (LEP) and are receiving program services.

NEAT will implement the following curricular plan to meet the needs of its ELL students:

- All teachers will know the classification levels of ELL students assigned to their classroom for instruction.
- WIDA ELD Standards for listening, speaking, reading, and writing will be used as a guide to instruct students on a daily basis.
- Differentiated instruction and ability grouping will be used in an inclusive setting.
- Cooperative learning activities and instructional strategies embedded in the Balanced Literacy framework will enhance instructional opportunities with ELL students.
- Progress will be monitored with the goal of one level progress per year through the process of attaining fluency.

• Reclassification will be based upon parent participation/opinions, two measurable indicators and a recommendation from the teacher based upon academic achievement (e.g. MAP (proficiency level), WIDA scores, and a classroom achievement grade of a B or higher).

A range of supports will be in place for our ELL students. Teacher will identify important vocabulary for ELL students in each lesson, and suggest different ways of presenting it to ensure comprehension (proven techniques such as pantomime and choral response). Curriculum support materials such as colorful vocabulary cards, puppets, and letter-blending cards provide strong visuals to aid in retention of new vocabulary and concepts. Assessment measures help pinpoint problem areas in vocabulary, oral language production and comprehension so these skills can be addressed directly, depending on the needs of individual students.

NEAT will serve students who have limited English proficiency. To help identify any such students as early as possible, the primary language spoken at home and migratory status will be identified on the student enrollment form. If the home language survey indicates a language other than English, migrant status or if the child's first language is not English, s/he will be screened using the WIDA-ACCESS Placement Test™ (W-APT). Parental consent is not required to administer this screening.

Once a student is identified as an English Language Learner (ELL) and eligible for ESL services under Title III, NEAT will notify the parent/guardian within the first 30 days of school or within the first two weeks of the student enrolling at NEAT, if entering sometime after the beginning of the school year. The notification will include an explanation, in a language clearly understood by the parent/guardian, that annual English proficiency assessment will be administered until proficiency requirements are met. A written "opt out" protocol for parents will be included in this notification, which clearly explains the benefits of the Title III supplemental services. NEAT will comply with federal and state mandates regarding ELL education, assessment and reclassification. It is our expectation that ELL students who have been with us throughout their K-8 career will be reclassified and prepared for success by the time they matriculate to high school.

When ELL students are enrolled, NEAT will ensure that at least one classroom teacher per grade level has English for Speakers of Other Languages (ESOL) certification. Content will be delivered in English with appropriate accommodations and modifications made to assist the student. Whenever required, NEAT will contract with an interpreting agency to translate for parents or guardians. NEAT believes in immersion for ELL learners so whenever possible, students will participate in the general education setting and the least restrictive environment.

# **Migrant Students**

NEAT will develop written procedures to ensure that eligible migrant students are identified for services. The migrant education procedure addresses: screening and identification of potential migrant students, notification to the Supervisor of Migrant Identification and Recruitment of potentially eligible students.

NEAT has included migrant status questions on the school enrollment form asking the family if they have moved in the past three years, if they have worked in agriculture and if they have moved to seek or obtain that work;

- NEAT will provide documentation of this procedure to identify and help recruit those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work residing in the LEA throughout the school year;
- NEAT will assess the educational, health, and social needs of the identified migrant children and develop objectives to address those needs so that migrant children meet the Show Me Standards;
- NEAT will provide advocacy to allow children and families to gain access to health, nutrition and social services;
- NEAT will review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them;
- NEAT will develop supplemental instructional programs for migrant children;
- NEAT will maintain and regularly update educational records of migrant children and provide information for entry into the state MOSIS database and transmittal to schools where the children will next enroll:
- NEAT will maintain and regularly update health records of migrant children and provide information when requested;
- Provide professional development for regular and special teachers to improve the quality of education for migrant children;
- Inform LEA personnel of their required participation in in-service training provided by the MELL Program;
- Provide opportunities for participation of migrant parents in the educational activities of their children;
- Establish a Parent Advisory Council (PAC) to consult with NEAT staff in the planning, implementation, and evaluation of the project;
- · Provide needs assessment, evaluation, financial information to DESE

As part of NEAT's educational program, interventions may include individual or small group tutoring, Before and After School academic programs, ELL programs, assessment for disabilities, transportation coordination and assistance, and/or behavior support plans. Interventions for at-risk students must clearly align with the student's identified challenges and will be clearly described on the PSAP document.

At minimum, the effectiveness of the interventions will be at the end of each interim period. Research shows that through a rigorous research-based educational program that is responsive to individual learning needs and combined with targeted interventions when necessary, the vast majority of students will achieve academic success. There are, however, those students for which a more intensive and individual educational program is necessary. For those students who demonstrate chronic or ongoing difficulty with academic or social growth and who have not responded to targeted interventions, further diagnostic assessment may be necessary. Tier III of the RtI process provides for the assessment of students for specific disabilities and eligibility for services under 504 or IEP plans.

NEAT's focus will be on an inclusive setting and delivering instruction in the general education classroom for all students, an emphasis on staff development and in-service will be maintained to ensure that all classroom teachers use effective strategies to ensure student success. Accommodations for students are made following the principles outlined in *Teaching Kids with Learning Difficulties in the Regular Classroom* by Susan Winebrenner. Behavior Support Plans will be individualized, responsive to the needs of the student, and support the student in all settings using the Positive Behavior Support process.

#### **Gifted Students**

Gifted students are no exception to the philosophy of achieving individual goals and demonstrating personal growth in achievement. Teachers will utilize the tools set forth in Susan Winebrenner's book, *Teaching Gifted Kids in the Regular Classroom*. The book is written based upon Winebrenner's own experiences as well of those of other creative teachers to provide a blueprint for teachers who wish to involve, excite, and entice gifted students to be learners. It also addresses the competitive nature of some gifted students and how to address and embrace that characteristic to achieve, learn and contribute in school while setting the academic goals high enough to challenge, but not too high that they become unattainable. At NEAT, we will challenge each student appropriately so they can reach their personal best in all academic areas.

# A.7 School-Specific Goals and Objectives

# **Program, Organizational and School Environment Goals**

The following set of goals assumes that the current state accountability structure and system (MSIP-5) remains in place through 2020-21. We are aware that new state assessments may be adopted prior to the end of our first charter term, and we would recalibrate the school's academic performance goals based on those new assessments. NEAT will set interim grade-level goals for each year and report the results to the Board.

\*As state MAP testing begins in 3rd grade (2018-19), NEAT will utilize formative and benchmark assessments to monitor progress towards MAP proficiency targets in grades K-2. The NEAT Board of Directors will monitor progress towards performance goals utilizing NEAT Dashboard Reports. See *Exhibit A.7. Student Performance Dashboard*.

#### **Academic Goals**

#### Goal 1: Academic Achievement-Performance Status

NEAT students will demonstrate understanding of the Missouri Learning Standards for college and career readiness with at least 70% of students who have completed three years at NEAT scoring Proficient or Advanced on the Missouri Assessment Program (MAP) Communication Arts and Mathematics assessments.

\*It is understood that the Missouri accountability system measures the performance of every student enrolled in testing grades, every year and the department will issue its annual APR based on all students tested.

NEAT's Academic Goal #1 supports the state's goal that all Missouri students will graduate career and college ready by providing students with a STEAM school culture and rigorous academic program focused on project-based learning supporting individualized instructional planning. NEAT has identified the STEM+arts (STEAM) integration model because the focus is on the whole child and preparing students for a future in whatever career path they choose.

**Goal 2: Academic Goal-Annual Performance Report (APR):** By its fifth year of operation, NEAT will earn an MPI equivalent to the DESE Academic Achievement Status Target of 380 in Communication Arts and Mathematics, as measured by Missouri Assessment Program (MAP).

The targets identified by NEAT will meet the Missouri DESE's benchmarks to be "On Track" within the first 5-year charter term and within the first three years of testing according to the MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program (2015).

## NEAT will adopt the following benchmarks:

Year/ Performance Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Academic Achievement: CA/MATH	MAP Target 60%	MAP Target 65%	MAP Target 70%	MAP Target 75%	MAP Target 80%
Subgroup Achievement MAP (APR)	MPI Target 365	MPI Target 370	MPI Target 375	MPI Target 380	MPI Target 385
STEAM/PBL Implementation	100%	100%	100%	100%	100%
Attendance (ADA)	90%	92%	94%	96%	98%
Parent Engagement- Academic Parent Teacher Teams (APTT)	87%	89%	91%	93%	95%

## **School Success**

## Goal 3: Non-Academic Goal-Attendance

Annually, at least 90% of students will attend NEAT 90% of the time as measured by daily attendance and core data reports to DESE using Average Daily Attendance (ADA) calculations.

# Goal 4: Non-Academic-STEAM/Project Based Learning (PBL) Implementation

Annually, 100% of students will engage in STEAM project-based learning (PBL) standards as measured by student portfolios of work and presentations of learning.

NEAT's intentional and research-based approach to merging the arts and STEM based curriculum and using project-based learning experiences to enhance critical thinking and innovation is one that accommodates the needs of gifted, low socioeconomic, English language learners, and ethnically diverse students.

The STEAM process leads students through distinct levels of research, planning, creation, and reflection, all skills needed for future career and college readiness. However, STEM is so much more than just subject matter. STEAM at NEAT will be defined by the STEM process in which students will research global issues, imagine solutions, plan an invention or new procedure, and ultimately create, reflect on, and modify that invention or procedure through the integration of the visual and performing arts. By teaching the process and not just the stand alone subjects STEAM is associated with, NEAT will transform our classrooms into laboratories by encouraging curriculum that is driven by problem-solving, discovery, and exploratory learning by using art and design skills.

## **Goal 5: Non-Academic Goal-Parent Engagement**

Annually, at least 85% of parents (or caregivers) will participate in Academic Parent Teacher Teams (APTT) composed of two 75-minute parent-teacher team meetings and one individual 30-minute parent-teacher session as measured by parent-teacher signature attendance sheets.

# **Exhibit A.7 Comparative Kansas City Public Schools**

NEAT has set performance targets that are challenging yet realistic given current performance status in the state and northeast, Kansas City, Missouri. NEAT looked closely at the school data for Garfield Elementary and Gladstone Elementary within the Kansas City Public School District.

Garfield Elementary		Gladstone Elementary				
Grades Served	K-5	Grades Served	PK-5			
K-5 Enrollment	495	K-5 Enrollment	543			
African-American	41%	African-American	20%			
Hispanic	36%	Hispanic	51%			
Caucasian	8%	Caucasian	14%			
Asian	10%	Asian	11%			
Attendance Rate	93%	Attendance Rate	94%			
Eng. Language Arts MSIP 5 Total % Prof/Advance	22.7%	Eng. Language Arts MSIP 5 Total % Prof/Advance	34.1%			
Mathematics MSIP 5 Total %Prof/Advance	9.8%	Mathematics MSIP 5 Total %Prof/Advance	28.9%			

As evident through the student performance data of Kansas City Public Schools-Garfield Elementary and Gladstone Elementary, families in the northeast neighborhoods are in need of an additional school option.

# Exhibit A.7 DRAFT: Student Performance Dashboard

# Period

# **Key School Demographics**

Student Enrollment	#
Male	
Female	
Free/Reduced Lunch	
SPED FII	

Staffing	#
FTE Teachers	
Administrators	
Other Staff	
Total	
Staff	
Student Ratio	

Parent Engagement	%
Home Visits	
Orientation	
Teacher Conference	
School Event	
Satisfied/Survey	

Student Recruitment										
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Letter of Intent										
Completed Applications										
Confirmed Returning										
Total										
Completed/Confirmed										
Target Number										
# Wait List (+) / Below										
Target (-)										

<b>Enrollment and</b>	Enrollment and Attendance										
Grade	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
% Attendance											

<b>Attrition Rate: S</b>	taff										
Reasons for Leaving	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1) Dismissed, 2) Grad Sch, 3) Move, 4) Other											
Total Staff											
Attrition Rate: S	tudent	S									
Reasons for Leaving	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1) Too hard, 2) Too strict, 3) Move, 4) Other											
Total											
Enrollment											

# **Academic Dashboard**

State Assessment										
CA	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passing					
Month										

National Assessment										
CA	0- 25%	26- 50%	51-75%	76-100%	Total > 75%					
Month Month										

State Assessment											
Math	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passinç						
Month											

National Assessment										
	0-	26-			Total >					
Math	25%	50%	51-75%	76-100%	75%					
Month										
Month										

Interims					
CA	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passing
Baseline Month Month Month Month Month					

Interims					
Math	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passino
Baseline Month Month Month Month Month					

Grading Periods/Report Cards						
CA	< 70%	70- 79%	80-89%	90-100%	Total % Passing	
Trim 1						
Trim 2						
Trim 3						

Grading Periods/Report Cards						
Math	< 70%	70- 79%	80-89%	90-100%	Total % Passinç	
Trim 1						
Trim 2						
Trim 3						

Culture Indic.	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
HW Completion											
% Tutoring/Sat Sc											
%											
Suspension Expulsion											

# A.8 School Climate and Discipline

NEAT will be a place where children, parents, and teachers will want to be. It will be a safe place where children and adults are encouraged to reach their highest potential. We will create a learning community where everyone is given an opportunity to be creative and think critically, and students are developing all of the skills they will need for success in college, their choice of career, and life.

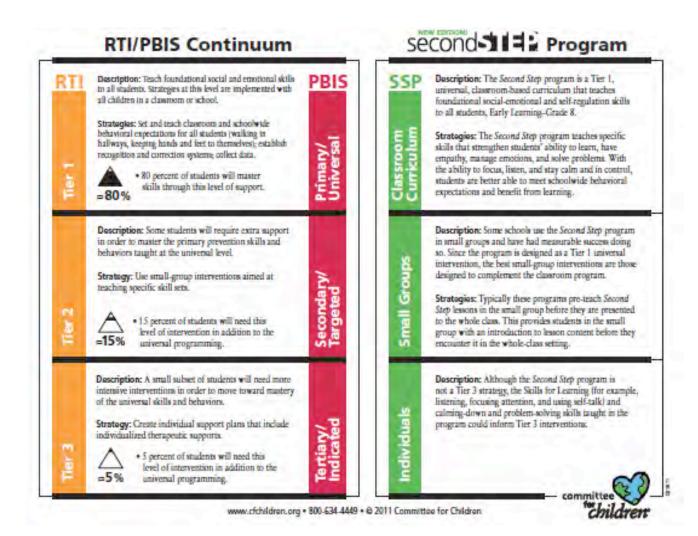
The culture of NEAT is rooted in our core values. We believe classrooms are social settings. Together, students, teachers, and families create learning communities that strongly influence students' social and academic success. Using the Positive Behavior Support framework, we encourage a strong community and positive environment that feels safe and respectful in order that all children and adults can be motivated to learn, grow, and persevere as well as be celebrated for their efforts.

At NEAT, we fully believe that this culture is set by NEAT's leaders and should be modeled for students and staff. We also believe in celebrating successes and honoring individuals that display the ideal character, attitude, and beliefs of NEAT. These celebrations will happen often and frequently in our classrooms, hallways, and in our more formalized gatherings (e.g., morning meeting, assemblies, etc.).

# Social-Emotional Learning (SEL)

A safe, inviting, protected school culture is crucial to the academic foundation of NEAT. Students need both academic standards and social-emotional capabilities, and the development of one supports the development of the other. Research shows the significant role of Social and Emotional Learning (SEL) in promoting the healthy development and academic achievement of all students by reducing problem behaviors and emotional distress. SEL addresses an effective approach for addressing core elements of safe learning environments, violence and substance abuse prevention, behavioral, social, and emotional supports and mental health services. Substantial research has demonstrated that social-emotional development is linked to higher academic performance. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found an 11-percentile-point gain in achievement (Durlak, et all, 2011). Neuroscience research adds, "it is now becoming increasingly evident that emotion plays a fundamental role ... in moment-to-moment problem-solving and decision-making.

Therefore, NEAT's leadership and staff will play a pivotal role in providing students with the opportunity to gain greater social and emotional awareness and to practice interpersonal skills as they learn and grow. SEL can help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognize and manage their own emotions and make responsible decisions.



# Safe & Supportive School Culture

#### Staff Culture

NEAT believes that investing in staff culture has a substantial impact on student culture. School leadership, especially in the school's opening years, will treat the development of staff culture as an essential priority. From the beginning, selection processes will ensure that the hired staff supports the school's mission, constructivist approach and desired culture.

## **Consistent & Clear Practices**

NEAT will work to create a warm and welcoming environment by recognizing the importance of incorporating meaningful school-wide routines and systems to reinforce our schools' community-building philosophies and core values. At NEAT, we will begin each school day with crew meetings and explicitly teaching students the practices of conflict resolution and appropriate classroom behavior along with logical consequences as described below. As we plan to build the

school one grade at a time, we will have the luxury of beginning with a small number of students and setting the cultural foundation from the early grades. NEAT will establish clear expectations for student behavior and ensure that all school staff members understand these expectations and appropriate responses. While learning about social and emotional intelligence, students must have opportunities to practice, make mistakes, reflect, and improve upon them. This is central to their social and emotional development.

Although our focus on social-emotional learning will minimize discipline issues, it will not eradicate them. As part of our commitment to clear and consistent practices, the NEAT Board of Directors will adopt a robust, formal discipline policy with clear consequences for behavioral infractions. Please see Draft student handbook including discipline policies, with an emphasis on positive behavior intervention and support. School leadership will work with the NEAT Board to finalize the policies and to ensure that all resulting procedures are in compliance with 160.261 and 168.071 RSMo.

Clear and consistent student discipline is essential to a strong culture. At NEAT, we believe in "sweating the small stuff" to prevent larger problems. The culture of NEAT is built upon the idea that strong classrooms are a place where students work hard, model the mission and core beliefs of our school, behave, and do their best. The culture is reinforced with a student discipline system executed through the Positive Behavior Support (PBIS) framework. Since Congress amended the Individuals with Disabilities Education Act (IDEA) in 1997, Positive Behavioral Supports has held a unique place in special education law. PBIS, referred to as Positive Behavioral Interventions and Supports in IDEA, is the only approach to addressing behavior that is specifically mentioned in the law.

NEAT will use a continuum of positive behavior support for all students in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities. Attention is focused on creating and sustaining primary (school wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

With the help of PBIS and community buy-in, we hope to build a strong social dynamic in our building. We will adopt the mindset, "We Are One Family". We will make a point to make our students feel they are an important part of our in school and out-of-school lives. This begins from the moment students and parents enter the doors. First and foremost, we start with a positive connection. NEAT's administrators, teachers, and staff conduct home visits during staff development weeks to meet our students in the comfort of their homes. We want them to know we care about them. We also offer opportunities

throughout the year where students and families can get to know one another and the staff of NEAT building relationships and strengthening the idea that we are truly "One Family."

Once the school year begins, we make sure the community knows NEAT is their school; their family. We open our building to our community any way we possibly can. We will supply our school community with many opportunities such as movie nights, dances, game nights, and our student presentation of learning/exhibits will keep our community engaged in what we are doing. We will team up with local churches and family/youth organizations that will be invited to have their members come in and work weekly with our students who may need a mentor. NEAT will institute a PBIS leadership team, which will ensure students receive the support they need to be productive members of the NEAT family. Members of this team will also ensure disciplinary records are entered into the Student Information System. We will assure that our teachers are trained yearly in research-based approaches to discipline and classroom management, as well as the identification and support of dyslexic students.

We will begin each day with Morning Meeting, a building-wide morning assembly reminding our students (and our staff) of the expectation of our school. Those expectations are re-taught in the classrooms with weekly "success opportunities" to celebrate the accomplishments of the students in our building. Discipline: At NEAT, we believe a child's natural state is to be a productive and positive member of a community. When children make choices that jeopardize their own safety, well-being, or other's learning there is something preventing them from achieving this natural state. Our goal as educators is to help them to learn to make better decisions and choices that allow them to productive, positive, and contributing community members. Our approach to discipline is focused on clarity of expectations, consistency and positive reinforcement.

The Executive Director is responsible for ensuring that all teachers and staff apply the Positive Behavior Support system in a consistent and equitable manner. All of our policies are aligned to be in accordance with all laws and regulations relating to student discipline under 160.261 and notification of criminal conduct under 168.071

Once the application is approved, a public announcement will be made locally and nationally. We have a growing list of parents and students that want to enroll. NEAT will hold a community meeting once a month starting in January 2017 advising the community on the status of the school and listening to the public for feedback and concerns before the school opens in 2017. The community will be able to attend open monthly Board meetings. The governing board will be made up of community members and national leaders. We expect in-kind and financial contributions from local, state and national agencies through grants and scholarships. Our constituencies are prepared and eager for the opportunity to assist and/or give recommendations and feedback on designing, implementing

and maintaining a STEAM Charter School in the Northeast Kansas City, Missouri community. Appendix provides evidence of support from the community and parents.

# **Appendix-NEAT Student Handbook**



Student and Parent Handbook Programs, Policies, and Procedures Northeast Academy of Arts and Technology

2017-2018 School Year

Dear Students and Families.

Welcome to your new school!

Together, we are about to create an amazing place for learning—a place we'll all be proud of.

Every year we will be challenged to give our best in and out of our classrooms. We will ask you to set and reach toward high goals for yourself, to support and encourage one another, to celebrate the achievements of your school, to help each other, and to serve our community. You'll be asked to help invent new programs and to dream of ways to continue to make our school great for future Northeast Academy of Arts and Technology students.

This handbook is a guide to our school's programs, policies, and procedures. It gives an overview of courses and schedules; grades and promotion requirements; and expectations for students, parents, and guardians on and off campus.

Please read it carefully and ask us questions about anything.

We look forward to collaborating with you in preparing your student to be academically ready, career-prepared and community-minded.

Cordially,

**Executive Director** 

Northeast Academy of Arts and Technology Kansas City, MO 64124

Website: www.neatschool.com

E-Mail: NEATCharterSchool@gmail.com

Main Office: (816) XXX-XXXX

#### VISION AND MISSION

Vision: Northeast Academy of Arts and Technology graduates are engaged in advanced STEAM coursework and responsible participants in their community and the world.

The mission of NEAT is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

NEAT offer a rigorous STEAM curriculum integrated with project-based active learning. Northeast Academy of Arts and Technology builds mentoring partnerships for students with local industries and also with colleges. It creates a culture of high expectations where students form safe and strong relationships with teachers, peers, parents, mentors, and the community.

WHAT MAKES NORTHEAST ACADEMY OF ARTS AND TECHNOLOGY (NEAT) EXCEPTIONAL?

Our goal is to let passions drive students' educational process as we encourage them to broaden their areas of interest.

#### PERSONALIZED ATTENTION IN A SMALL SCHOOL SETTING

Students need personal attention at all levels of education. Our school is small and personalized. When fully enrolled, grades K to 8, there will be approximately 585 students in our school. In addition, students' expressions of interests and needs are heard through multiple channels including advisories, mentoring, tutoring, internships, and more—as described below. Thus, we are able to ensure that students are well known as individuals.

#### MENTORING, COACHING, AND OTHER INTERVENTIONS

By providing mentoring, coaching, multiple resources and other interventions, students who need help in a particular subject or who are struggling to stay at grade level, learning English as a second language, or achieving at a faster pace than other classmates receive extra support for success.

#### LEARNING BEYOND THE CLASSROOM

Our schools will be a catalyst for connecting middle school students to college prep high schools. Talented undergraduate students, postgraduate professionals, and other career specialists are involved in building excitement in learning while assisting students with their assignments, community service projects, and semester exhibitions and presentations of learning. In addition, middle school students will have the opportunity to participate in college fieldtrips.

#### LEARN-BY-DOING

Project-Based Learning (PBL) is a learn-by-doing curriculum model that integrates core subjects with real-life problems to be solved. We are able to partner with corporations, colleges, and universities such as University of Missouri, KC STEM Alliance, Kansas State University and the Kansas City Art Institute to create PBL curriculum that includes Public Presentations of Understanding, Exhibitions, and Digital Portfolios.

#### COMMUNITY SERVICE PROGRAM

Northeast Academy of Arts and Technology is founded on the principals of collaboration and community support. Our success depends on innovative connections with families and the community in order to create a more inclusive and rich learning environment.

For this reason, we require students to perform community service. The goals of our Community Service program are:

- To teach community responsibility
- To teach time and resource management
- To provide leadership opportunities and skills
- To make an impact in solving community problems

#### **TECHNOLOGY**

Students and teachers will have access to technology, to use it effectively as a tool for learning and as a subject of learning. Technology will be integrated throughout the day in student performance, classroom instruction, data management, and communication. A web-based student information system will enable parents to check their child's academic progress.

## **CURRICULUM AND GRADING**

#### COURSE REQUIREMENTS FOR GRADUATION:

One of our primary program goals is to prepare and qualify all students to attend college prep high schools.

Students will have regular examinations, performances, projects, papers and other assignments that will be graded using a conventional letter-grade system.

Letter grades ranging from an A to a C will be given for all courses. No D or F will be accepted as a pass. Rather, an Incomplete (I) will be given, and the student may work toward a higher grade.

Incomplete work that is not finished after 6 weeks after the end of the semester will result in the Incomplete being changed to a grade of F. Teachers will determine the deadlines for resubmission of unacceptable or missing work as well as the consequences for non-performance.

#### LETTER GRADES

We use the following grading scale for academic courses:

A + = 100-97

A = 96-93

A = 92-90

B + = 89 - 87

B = 86-83

B - 82 - 80

C + = 79-77

C = 76-73

C = 72-70

F/I = < 69

# PROMOTION AND RETENTION POLICIES

To assure students success the following promotion policy has been put in place:

#### **Promotion & Retention**

NEAT will use the following promotion policy at the school to ensure that every child is successful and on track to be successful to and through their educational career. Our promotion policy is part of the student-family handbook and will be reviewed at orientations each year prior to the start of school and during parent conferences in October.

Grades	Criteria	Metrics
K-2	Reading Level	Running Records, NWEA
	_	(far below grade-level)
3-8	Reading Level,	NWEA, Interim
	Math Achievement	Assessments (>70%
		average)

Students will be promoted after demonstrated mastery (75% or better) in all of the core subjects by the end of the final quarter. The core subjects are English Language Arts, Math, Science, and Social Studies. Any student whose performance does not meet this standard or whose unexcused absences exceed 10 in one year are candidates for retention and will be considered by the Student Intervention Team (composed of teachers and administration) in collaboration with the student's family.

#### DAILY SCHEDULE

We may adapt the Daily Schedule to accommodate students' needs. Any change will be communicated to parents in advance.

#### POLICIES AND PROCEDURES

#### **CLOSED CAMPUS**

Northeast Academy of Arts and Technology is a closed campus. This means that during school hours, students are not permitted to leave campus unless they are on an approved field trip or have permission from a staff member and a parent or quardian.

#### WRITTEN PERMISSION

Students may not leave campus during the school day without prior written consent from parent or guardian. Northeast Academy of Arts and Technology office staff will need to issue a Permit to Leave. This early dismissal slip is needed for students to leave school before the end of the school day. Leaving the campus without permission has legal and safety implications and may result in suspension or expulsion.

## SIGN OUT AND CHECK IN

When students leave campus before the end of the school day, the parent or guardian must sign their student out at the front desk and receive a Permit to Leave. Students must check in at the front desk for a pass or tardy slip when returning from an appointment or when arriving late for school.

#### STUDENT ATTENDANCE

We recognize that success in school depends in part upon prompt and regular classroom attendance. Frequent tardiness and absences result in students missing important presentations, demonstrations, discussions, explanations, and team collaboration on project-based work.

We request that families schedule vacations or special programs so as not to conflict with school.

In particular, the final two weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their final assessments. Parental approval does not automatically make an absence an excused absence. Only those reasons described below can be an excused absence. Consequences will be decided by the staff on a case-by-case basis. In the event of an unexcused absence, the teacher will decide if make-up work is accepted.

In the event of a necessary absence, the attendance staff needs your assistance in following this process:

- 1. Please call the main office when your child is absent.
- 2. We encourage you to schedule appointments before or after school. However, we understand that sometimes missing school cannot be helped. If your child needs to be excused early, you must come in to the office and sign the student out of school. A doctor or dentist's excuse or other verification can be brought in the following school day.
- 3. Your child must be given a "Permit to Leave" to be excused from class.
- 4. When your child is late for school, they must bring in a note from the doctor or dentist to be excused. If the tardy is unexcused they will receive detention.

#### **EXCUSED ABSENCES**

From time to time, students may have a valid reason for missing class. Excused absences include the following:

- Illness
- Quarantine
- Medical, dental, optometric appointments
- Family emergency
- Observation of a religious holiday or ceremony
- Appearance in court\*
- Employment conference\*
- College visit\*
- Funeral

For an absence to be excused, the student's parent or guardian must provide a written excuse. In the list above, absences marked with an asterisk (\*) must be approved by the teacher or an administrator one day in advance.

Students may apply for an excused absence to attend exceptional learning opportunities that occur outside the classroom. The parent or guardian must apply for this type of excused absence ahead of time. The application must clearly state the nature of the activity and its learning objectives as well as how the student plans to make up missed work. Excused absences will be allowed at the discretion of the teacher or administrator. A student absent from school for an excused absence will be allowed to complete missed assignments (within reasonable limits) and will be given full credit upon satisfactory completion. The teacher determines what assignments student will make up and in what period of time. The tests and assignments will be equivalent but not necessarily identical to the tests and assignments the student missed.

#### OTHER ABSENCES

Absences that do not qualify as excused absences (as described above) are the following:

- Excessive tardiness—when five unexcused tardies accumulate in a semester, the student is excessively tardy and may be required to participate in a variety of remedies.
- Significant absences due to repeated unexcused absences or tardiness will lead to disciplinary action.
- Significant absences due to illness will lead to academic evaluation to determine what's best for the student.

# HEALTH AND SAFETY MEDICATION (PRESCRIBED OR OVER-THE-COUNTER)

Our front office staff has first aid kits and will be your health center point of contact. Upon parent or guardian written request, we can store a supply of prescription medicines for your son or daughter to keep on hand in case of an emergency. There is a form to complete and all medication must be in its original container clearly marked with the name of student, the name of medicine, and the appropriate dosage instructions as prescribed by your doctor. Students may keep in their possession, unless parents or guardians wish to make other arrangements, inhalers for asthma conditions.

#### BREAKFAST/LUNCH PROGRAM

All students need to complete a Lunch Application after submitting their enrollment application. The application determines the student's eligibility for free meals, reduced-cost meals, or full-priced meals. Students are responsible for paying the full cost of lunch until their application is processed. Students who need to pay can do so on a day-by-day cash basis or can charge money on the students' ID card throughout the year. Parents are welcome to deposit money ahead of time in their student's lunch account. The price of lunch is \$2.75 unless otherwise posted at the school.

#### EMERGENCY PROCEDURES

Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire and earthquake drills that happen at regular times during the school year. All alarms are treated as real. In the event of a false alarm, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and building.

Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness are grounds for severe consequences, including possible expulsion. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to www.neatcharterschool.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

#### CODE OF CONDUCT

In keeping with our goal of providing an effective, safe, focused, and enjoyable environment for learning, we have established certain rules of behavior for all students. We believe students enter our school for serious reasons and that their consciences and common sense are sufficient guides for their behavior. Still, some rules are essential to the functioning of any organization or community. We have kept the rules few in number and clear in purpose. The following is an outline of what is expected of our students, and the consequences for problematic behavior.

#### PERSONAL AND COMMUNITY EXPECTATIONS

We believe our students want to become educated. Faculty members are the facilitators and will do their best to encourage students to take full advantage of their educational opportunity. They will help our students to be effective in society and have interpersonal relationships, intellectual skills, and ethical awareness so that the choices they make in defining their own characters will be informed and thoughtful. Our students will contribute to a friendly, safe, open culture that provides a strong base for our learning community.

Students will agree to cultivate harmony by:

- being honest with others and with themselves
- being courteous and considerate in their relationships with all inside our community
- being tolerant
- being involved in socially constructive activities
- being good citizens

#### **CLASSROOM BEHAVIOR**

Students are expected to report to class regularly and on time. They agree to participate in all class work, complete all assignments, and bring required materials to class. Each teacher has his or her own classroom rules and regulations. At the beginning of the year or semester, teachers and students will

define how they want to conduct their class, what rules are important to follow, and how homework and test assignments will be structured.

Students will show respect for themselves and others by:

- being on time for class and appointments
- being prepared for class
- doing their best to achieve their academic goals doing their own work

#### RESPECT FOR SELF AND OTHERS

NEAT students, parents and guardians, and staff are expected to respect others and support teaching and learning.

Prohibited behavior by any member of this community, students, parents and staff alike, includes using offensive language, ignoring a staff request, employing intimidation, threatening another with physical or other harm, slander, sexual harassment or misconduct, lying, theft, and fighting.

Anyone engaging in prohibited behavior may be subject to discipline including the possibility of being subject to an expulsion hearing. Willfully causing physical harm to another member of our school community will lead to immediate expulsion. Any student who steals from the school, another student, or staff member will be subject to an expulsion hearing. Respect for the rights of others is expected from all members of the school. This means respect for personal rights and for property rights.

## PERSONAL RIGHTS

For Northeast Academy of Arts and Technology to be a safe, open, and effective school, students must respect the personal rights of others in the school and neighboring community. Rudeness, profanity, or malicious behavior – physical or verbal – will not be tolerated.

There are federal and state laws that protect student confidentiality.

Confidential matters include discipline, learning differences, medical information, family information, grades, test scores, and other types of information. Parent volunteers may be in a position to learn or guess confidential information. If so, they must not share this information with anyone. Besides student and family information, many other matters are considered confidential, including closed Board sessions, conversations at staff meetings, personnel information, and salaries. All members of our community are asked to honor the privacy of others and to follow carefully the procedures we have in place to protect confidential information.

#### BULLYING AND HARASSMENT

Bullying is not tolerated at Northeast Academy of Arts and Technology. Bullying is described as any of the following actions:

- 1. Punching, shoving and other acts that hurt people physically
- 2. Spreading bad rumors about people
- 3. Keeping certain people out of a "group"
- 4. Teasing people in a mean way
- 5. Getting someone to "gang up" on another
- 6. Cyber-Bullying on-line or electronically, whether via the Internet, mobile phones or other cyber technology.

This can include:

- Sending mean or harassing text messages, e-mail, AIM or instant messages
- Posting mean or harassing pictures or messages about others in blogs or on Web sites
- Using someone else's user name to spread rumors or lies about someone

Northeast Academy of Arts and Technology has a zero tolerance policy toward bullying. Students who engage in bullying will receive consequences according to the guidelines set forth in this Handbook, the provisions of this charter, and the state of Missouri Department of Education.

#### PROPERTY RIGHTS

Absolute respect for property rights of others is expected of all members of the school. Stealing or vandalism in any form, including the unauthorized "borrowing" of another's belongings will not be tolerated. In addition to respecting the property belonging to other students, the staff, and the school, students must also respect the property rights of nearby neighbors, schools, and businesses. Proper deportment is important to be fully accepted by the local community. Actions by students that infringe on the rights of our community will not be tolerated.

DRUGS, ALCOHOL, AND TOBACCO - Drugs, alcohol, and smoking are prohibited in the school, on the campus, and at off-campus school functions. Violations can lead to suspension or in some cases an expulsion hearing.

PERSONAL ELECTRONICS - Cell phones, MP3 players, gaming devices and similar electronic devices must be off during class time. Headphones and electronics must be stored out of sight unless under the supervision of a faculty member. We are not responsible for lost or damaged items.

COMPUTER GAMES - Playing computer games on school computers is unacceptable except for teacher-approved learning purposes.

VANDALISM - No one is to injure, destroy, deface, or trespass on school property. Vandalism will be dealt with severely. All will treat the building with care and respect. Parents and guardians will be responsible for paying for any damage done to the building by their child. People with any information about damage done should report it to the Executive Director. Writing or spray painting inappropriately on or around campus (graffiti), carving on school furniture/fixtures, mishandling a book, breaking a window, destroying equipment or damaging materials are all infringements on the right of the Northeast Academy of Arts and Technology community.

WEAPONS - Guns, knives, explosives, or weapons of any type are not permitted in the school, on the campus, and anywhere on school functions on or off the premises. Violations will lead to expulsion. Items that appear to be weapons are prohibited as well.

#### CODE OF ACADEMIC INTEGRITY

Students are responsible for understanding expectations and following the Code of Academic Integrity with all assignments and in all disciplines.

#### ACADEMIC HONESTY

We value academic honesty and ethical behavior in the learning environment. The school teaches good citizenship and provides an environment conducive to ethical behavior, in which honesty, courtesy, consideration, integrity, and a concern for others are highly valued. Consequences for not following the Code of Academic Integrity may include receiving a zero on the assignment, failing the course, or suspension and expulsion from the school. Teachers will use their professional judgment to decide on consequences.

#### CHEATING

Cheating is defined as the act of obtaining or attempting to obtain credit for academic work not one's own. Cheating includes copying from another's test, submitting plagiarized work (see guidelines below), submitting work previously graded unless this has been approved by the faculty member accepting the work, altering grades, or aiding another student who is cheating. In any of its forms, cheating undermines student goals of becoming educated. Our teaching staff encourages students to use their best efforts to understand what is being taught rather than just achieving a high grade.

#### **PLAGIARIZING**

Any of the following actions, without giving full credit to the original source, is plagiarism:

- Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, Web site, video, another student's assignment, a test, an exam or any other source;
- Paraphrasing another's work so closely that the essential meaning, and form should be credited to someone else;
- Piecing together sections of the work of others into a new whole;
- Producing assignments in conjunction with other people which should be your own independent work

#### INTELLECTUAL PROPERTY

All intellectual property that is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at Northeast Academy of Arts and Technology, belongs to Northeast Academy of Arts and Technology is an open source organization (information created can not be charged for or sold), this provision ensures that no individual, student, or staff member may claim ownership at the expense of others.

#### DRESS CODE

The purpose of the Northeast Academy of Arts and Technology dress code is to foster a professional, safe, and respectful environment at school. The dress code is in effect from the time students arrive to school and until they leave. The dress code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs the students otherwise. No article of clothing may have patches, frayed material, or language/content deemed inappropriate by the school administration.

### Dress Code:

- Shirt Options: Red polo shirt (with or without NEAT logo) or white dress shirt
- Pants: Blue Khakis. No tights or leggings. (Flannel shirts do not qualify as dress shirts.) Other shirts may not be worn over the polo or dress shirts.
- Shorts/Skirts: Must be 2 inches from the knee or longer. No frayed or cut off shorts or skirts, no athletic wear, and no miniskirts with or without leggings/stockings/tights permitted.
- Jackets/Sweaters/Sweatshirts: May be worn over, but not in place of, the polo or dress shirts.
- Ties: Optional and may be any color or pattern.
- Shoes: Must be close-toed. No sandals or flip-flops allowed.

Please note the following guidelines:

• Text on clothing and accessories that promotes violence, alcohol, tobacco, drugs, is sexually suggestive, or deemed by school staff as inappropriate is prohibited.

- Hats, hoods, bandannas, bennies and other non-religious head coverings are not allowed on campus.
- Students will be instructed regarding the specific guidelines for class presentations.

# RESPECTABLE USER POLICY (RUP) - INTERNET AND E-MAIL RULES

We are pleased to offer our students access to the school computer network. Access to the Internet and e-mail enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access undesirable materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic and other resources. To that end, we support and respect each family's right to decide if their child should not have Internet access, and rely on the family to inform us of that choice.

Classrooms will be networked with each other and with the school office for ongoing efficiency in communication. Classroom teachers will use the data system for managing grades, student performance data, and internal school and network communication. Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right. Access entails responsibility.

Individual users of the computer networks are responsible for their behavior and communications over these networks and must comply with school standards. Beyond the clarification of such standards, Northeast Academy of Arts and Technology is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network administrators may access storage areas to review files and communications, maintain the integrity of the system, and ensure that users are using the system responsibly. Students should have no expectation of personal privacy in any matters stored in, created, received, or sent over the school computer networks, computers, e-mail system, the intranet, Internet, or any other

school technology equipment. These are subject to review by the school at any time, with or without notice, with or without cause and without the permission of any student, parent, or guardian. The school reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other school equipment, without notice and without the permission of any user.

To protect the integrity of technology systems and the users against unauthorized or improper use of these systems, the school reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the school director or his or her designee.

Students are prohibited from using technology for any unauthorized or unlawful purpose. Using technology to send, save, view, forward, or create harassing or offensive content or message is strictly prohibited. Offensive material includes, but is not limited to pornographic, obscene, or sexual material or comments, jokes or images that would violate the school policies. The school policies against harassment and discrimination apply to the use of technology.

Students must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material without the prior written authorization of the director of technology or his or her designee.

Within reason, freedom of speech and access to information will be honored. The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion.

- Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

#### STUDENT AND PARENT MEDIA RELEASE

Northeast Academy of Arts and Technology may be approached with requests for interviews and pictures by print and broadcast media outlets. The school and NEAT reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities, unless notified by parent in writing.

#### DISCIPLINE

The purpose of disciplinary action is to ensure that individual students, parents and guardians, and our school community stay focused on growth and learning. Prompt resolution of the problem or issue is expected. Discipline may include a warning to the student, notification to parent or guardian, and a written commitment by the student to improve his or her behavior and performance. In addition, depending on the nature of the violation and the student's past performance, any or all of the following consequences may be appropriate:

# Suspension

A student may be suspended from school if deemed necessary. Academic makeup work is required. Return to school is contingent upon meeting with administrators and teachers. A student will be assigned off campus or in school suspension based upon the given situation and decisions made by the leadership team.

#### Expulsion

After a proper investigation and hearing, a student may be expelled from Northeast Academy of Arts and Technology. The following forms of behavior by a student, parent or quardian are grounds for expulsion:

- The threat, causation, or attempted causation of physical injury to another person, including sexual assault
- Possession of a weapon (e.g., firearms, knives, or explosives) or possession of a replica firearm on the school campus or school-approved activities
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property
- Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts
- Extortion
- Obscene or offensive acts or habitual profanity or vulgarity
- Abusive behavior or treatment by a student, parent, or guardian of another, including other members of the student body, staff, faculty, and administrators
- Disruption of school activities or willful defiance of valid school authorities

- Violation by a student, parent, or guardian of a policy or procedure as set forth in this student handbook
- When the student, parent, or guardian have demonstrated they do not value the student's place at the school.

#### DISCIPLINE OF STUDENTS WITH DISABILITIES

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the IEP team for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the IEP team prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the IEP team is expected to follow its ordinary policies with respect to parental notification and involvement.

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student's disability. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Executive Director would seek to impose a suspension in excess of five days.

# **GRADUATE PROFILE**

A Northeast Academy of Arts and Technology graduate...

- Is prepared for the academic and social rigors of high school;
- Understands the wide range of opportunities available when academics and interests are combined:
- Is accustomed to working hard;
- Can manage and integrate technology in changing society;
- Serves as ambassador for Northeast Academy of Arts and Technology

#### SCHOOL CALENDAR-Insert here

#### SCHOOL CONTACT INFORMATION

Name	Phone	E-mail
Main Office	816-231-1234	neatoffice@school.org
Attendance	816-231-1235	attendance@school.org
Volunteer/Visitor Info.	816-231-1236	visitors@school.org

STAFF CONTACT LIST (SAMPLE)

Name	Position/Title	<b>Mobile Phone</b>	E-mail
Bennett, A.	2 <sup>rd</sup> grade/Teacher	816-231-1111	teacher@school.org
Charles, J.	1 <sup>th</sup> grade/Teacher	816-231-2222	teacher@school.org
Wilson, T.	Cafeteria	816-231-3333	counselor@school.org

#### BREAKFAST AND LUNCH/SNACK

Prior to the start of the school year, all families will complete a federal free/reduced lunch form. Families that qualify will receive free/reduced pricing for breakfast, lunch, and p.m. snack.

#### HEALTH AND IMMUNICATION INFORMATION

Each student must have a certificate of immunization at the time of registration or no later than October 1, 2017. Northeast Academy of Arts and Technology requires all students to have all required immunizations and vaccinations. Before a child can be permitted to enter and attend school (subject to the initial waiver requirements), parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate times intervals.

#### FIRE DRILLS/NATURAL DISATERS

Posted in every room is a map detailing evacuation protocol. Drills will occur on a monthly basis. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students may not stop at the restrooms or lockers. Students must proceed directly to the designated area and wit for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face disciplinary consequences including possible expulsion.

#### CITY-WIDE EMERGENCIES

In the event of a city-wide emergency, Northeast Academy of Arts and Technology staff will hold all students in the school building or evacuate students

to a safe building. Parents /guardians should contact the school to arrange transportation for students. If city telephone lines are down or contact with the school is difficult, parents/guardians should contact Northeast Academy of Arts and Technology staff via their cell phones.

#### SUMMER SCHOOL

Summer session at Northeast Academy of Arts and Technology is mandatory for all students. Core subjects as well as enrichment activities will be a part of the summer curriculum. In order to prepare students well, extended time in school each day and throughout the year is required. Student meals will continue to be provided during the summer session.

#### **HUMAN RIGHTS POLICY**

Northeast Academy of Arts and Technology brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities.

It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, or handicap status.

Northeast Academy of Arts and Technology is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws as part of its core values.

Northeast Academy of Arts and Technology wishes to stress that it is the responsibility of every member of our school community.

# Signature Page

I do hereby attest to having received the Northeast Academy of Arts and Technology Student and Family Handbook for the 2017-2018 school year.

Student's Name:	
Student's Signature:	
Date:	
Parent/Guardian's Name:	
Parent/Guardian's Signature:	
Date:	

# **A.9.2 Career Technical Education**

N/A

# **B.** Organizational Plan

## **B.1: Missouri Non-Profit**

# **Description of Corporate Entity Holding Charter**

Northeast Academy of Arts and Technology (NEAT), a 501(c)(3) not-for-profit organization registered with the State of Missouri (Appendix B), will hold the charter and be responsible for governing this school. Upon approval of this application by the Missouri State Board of Education, NEAT will act as a Local Education Agency (LEA). NEAT is in the process of receiving tax-exempt status from the Internal Revenue Service and applying for non-for-profit status.

Members of the NEAT Board of Directors (the Board) will operate in alignment with our mission and purpose (presented in *A.1 Mission, Vision and Goals*) as we fulfill the obligations and responsibilities described below. NEAT understands and will fully comply with Missouri's Sunshine Law related to board and committee meetings, and state ethics requirements.

Once the Missouri State Board of Education approves NEAT's charter, the Board will follow all applicable provisions, including the following: meetings must be appropriately announced/noticed and open to the public; most records and documentation must be public (with closed meetings and records allowed in some limited circumstances); board members must sign a conflict of interest statement declaring they are not employees of NEAT; the Board is subject to the same liability for acts in office as if it were a duly elected school board or any other public school district in the state; the Board must have appropriate liability insurance; and the Board may vote to amend the school's charter with the approval of the sponsoring institution.

NEAT will be exempt from all laws and rules related to schools, governing boards, and school districts, except for those provided in 160.400 to 160.425 RSMo.

As a condition of service, all NEAT board members will complete a criminal background check and a family-care safety check, as required by 160.400.14 RSMo. The founding board members have begun this process (see documentation in Appendix B). NEAT board members will receive copies of NEAT's Conflict of Interest Policy (see draft) and will follow Missouri Ethics Commission requirements.

In accordance with 105.450(6) RSMo, the Board understands their responsibility as "decision making public servants." All board meeting minutes and board meeting attendance rosters will be maintained and kept for the purpose of public record (including on the NEAT website once developed). In May, 2016, NEAT submitted a copy of this application to the Kansas City Public School District.



File Number: N01086990 Date Filled: 09/20/2010 Robin Camahan Secretary of State

Articles of Incorporation of a Nonprofit Corporation (Sature-with a filing for of ES 89) wou(s) of the age of eighteen years or more for the purpose of forming a

1. The name of the corporation is Morthea		
	et Academy of Arts and Technology, I	nc.
2. This corporation is a Public.		Benefit Corporation.
	Public or Manual	
<ol> <li>The period of duration of the corporation</li> </ol>	is Porpetual Verseum	solins missel otherwise
4. The name and street address of the Registered Agent and Registered Office in Missouri in		
	-	Kansas City, MD 64113
Nicole C. King	5703 Oak Street	Clariforni (Ig. 1907)
5. The name(s) and address(es) of each inco	- monator	
	-	Kenses City, MO 64113
mane C. King	SITE CHE SERVE	names cay, no out to
		cription in Section 501 (c)(3) of the Code.
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is Affirmation thereof, the faces statud above are true and correct. The undersigned understands that false statements made in this filling are subject to the penalties provided under Section 575.040, RSMa).				
(The uncertigate uncertaints that take sweet Mast be signed by all Incorporator(s):	ents cause in this many are subject to the prosecute provides	(MANY SMOROR 517, 999), KSONE)		
nieste King	NICOLE KING	9/17/10		

Corp. 52 (11/0008)

# SECOND AMENDED AND RESTATED ARTICLES OF INCORPORATION OF NORTHEAST ACADEMY OF ARTS AND TECHNOLOGY (NEAT), INC.

a Missouri Nonprofit Corporation

#### **Article I: Name of Corporation**

The name of the Corporation is Northeast Academy of Arts and Technology, Inc. (the Corporation)

#### Article II: Public Benefit Corporation

The Corporation is a public benefit corporation.

#### Article III: Duration

The period of duration of the Corporation is perpetual.

#### **Article IV: Registered Agent**

The address of its Registered Office in the State of Missouri is 5703 Oak, Kansas City, MO 64113, and the name of its Registered Agent at said address is Nicole King.

#### **Article V: Purposes**

The Corporation is organized for charitable, religious, educational and scientific purposes within the meaning of Sections 501 (c)(3). 170(c)(2)(B), 2055 (a)(2) and 2522(a)(2) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the Code), specifically to develop, manage, and operate charter schools of excellence with a focus on serving the educational needs of at risk students and a goal of preparing students to succeed in and graduate from college.

To enable the Corporation to carry out such purposes, it shall have the power to do any and all lawful acts and to engage in any and all lawful activities, directly or indirectly, alone or in conjunction with others, which may be necessary, proper or suitable for the attainment of any of the purposes for which the Corporation is organized, and to that end:

a. To take, accept, hold and acquire by bequest, devise, gift, purchase, loan or lease any property, real or personal, whether tangible or intangible, without limitation as to kind, amount or value.

- b. To sell, convey, lease or make loans, grants or pledges of any such property, or any interest therein or proceeds and to invest and reinvest the principal thereof and receipts, if any.
- c. To borrow money upon and pledge or mortgage any such property for any purpose for which it is organized, and to issue notes, bonds, or other forms of indebtedness to secure any of its obligations.
- d. To carry on any of the foregoing activities or purposes either directly, or as agent for of with other persons, associations, or schools.
- e. To carry on any activity and to deal with and expend any such property or income for any of the foregoing activities without limitation, except such limitations, if any as may be contained in the instrument under which such property is received, the Articles of Incorporation, the Bylaws of the Corporation or any other limitations as are prescribed by law.
- f. To engage in any other activity that is incidental to, connected with or in advancement of the Corporation's purposes and that is with the definition of charitable and educational purposes of Section 501 (c)(3) of the Code, provided that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation or the Constitution of the United States of the State of Missouri.

#### **Article VI: Prohibited Actions**

No substantial part of the net earnings of the Corporation shall insure to the benefit of, or be distributable to its directors, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article V hereof.

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

Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to

be carried on (1) by a corporation exempt from federal income tax under Section 501 (a) of the Code by reason of description in Section 501 (c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Code.

#### **Article VII: Non-stock Corporation**

The Corporation shall have no authority to issue capital stock.

#### **Article VIII: Incorporator**

The incorporator of the Corporation is as follows:

Nicole King, 5703 Oak, Kansas City, MO 64113

#### **Article IX: Board of Directors**

Upon filing these Articles of Incorporation, all powers of the Incorporator shall terminate. The number of directors to constitute the initial Board of Directors is three (3). Thereafter, the number of directors shall be fixed in the manner provided in the Bylaws of the Corporation.

#### **Article X: No Personal Liability for Corporate Debts**

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

#### Article XI: Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, distribute all of the assets of the Corporation to an organization or organizations organized and operated exclusively for charitable, educational, scientific purposes that shall, at the time, qualify as an exempt organization or organizations by reason of description in Section 501 (c)(3) of the Code. Any of such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purpose.

The foregoing second amendment and restatement of the Articles of Incorporation was duly approved by the sole member of the corporation on July 5, 2016.

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 575.050 Missouri Revised Statues.

Date: July, 5, 2016

Nicole C. King Incorporator

## SECOND AMENDED AND RESTATED BYLAWS OF NORTHEAST ACADEMY OF ARTS AND TECHNOLOGY

#### A Missouri Nonprofit Public Benefit Corporation

#### ARTICLE I. EDUCATIONAL AND CHARITABLE PURPOSES

Section 1. <u>General Purpose.</u> This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Missouri Nonprofit Corporation Act (the "Law") for educational and charitable purposes.

This corporation is organized and shall be operated exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"). Notwithstanding any other provision of these Bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Code section 501(c)(3), or (b) by a corporation, contributions to which are deductible under Code section 170(c)(2).

Section 2. <u>Specific Purpose.</u> As a Local Education Agency, the specific purpose of this corporation is to create and operate a public charter school focused on serving diverse neighborhood communities and an to provide a quality education to a socioeconomically, racially and culturally diverse student body. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated educational and charitable purposes, or in any other charitable activities.

#### ARTICLE II. OFFICES

Section 1. <u>Principal Office</u>. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of Missouri as the Board of Directors (the "Board") shall determine. By resolution, the Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

#### ARTICLE III. DIRECTORS

Section 1. <u>Powers</u>. Subject to the limitations of the corporation's Articles of Incorporation, the powers reserved to these Bylaws, and the Law, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Subject to the same limitations, the Board shall have all powers permitted to or conferred by Law on the board of directors of a nonprofit public benefit corporation.

Section 2. <u>Number of Directors</u>. The number of directors shall consist of not less than three (3) nor more than nine (9) directors, with the exact number of directors to be fixed within such limits by resolution of the Board as enacted from time to time.

Section 3. Election and Term of Office. Directors shall be elected at each annual meeting of the Board, but directors may be elected at any special meeting of the Board held for that purpose. Each director shall hold office for a term of three (3) years and until a successor has been elected and qualified. By resolution, the Board may arrange for terms to be staggered, including by establishing one or two year terms for certain initial directors. Directors may succeed themselves in office.

Section 4. <u>Resignation</u>. Any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective. The Member shall be provided immediate notice of any resignation or notice thereof.

Section 5. <u>Removal.</u> Any director may be removed without cause by the affirmative vote of a majority of the directors then in office.

Section 6. <u>Vacancies</u>. Vacancies on the Board shall be filled by the affirmative vote of a majority of the remaining directors then in office, or by a sole remaining director. Each director so elected shall hold office until the expiration of the term of his or her predecessor and until his or her successor has been elected and qualified. A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, or removal of any director, or if the authorized number of directors is increased. The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of

court, is convicted of a felony, or is found by a final order of judgment of any court to have breached a duty to the corporation arising under sections 355.416 to 355.426 of the Law.

Section 7. <u>Place of Meeting.</u> Regular or special meetings of the Board shall be held at any place within or without the State of Missouri which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 8. Regular Meetings. Regular meetings of the Board shall be held on such dates and at such times as may be fixed by the Board with at least 72 hours advance notice (exclusive of weekends and holidays), which notice shall (i) include a tentative agenda for the meeting, (ii) specify the date, time and location of the regular meeting, and, if the meeting will be conducted by telephone or other electronic means, the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, (iii) specify whether the meeting, any portion of the meeting or a vote will be closed to the public and if so, the date, time and location of such closed meeting or vote and the reason for closure by referring to the applicable subsection of section 610.021 of the Revised Statutes of Missouri allowing it to be closed, and (iv) be posted in a location that is freely accessible to members of the public in accordance with the provisions of sections 610.010 to 610.030 of the Revised Statutes of Missouri (the "Sunshine Law"). Such regular meetings shall include an annual meeting to elect directors then up for election, and to conduct all other business as may properly come before the Board. The annual meeting shall take place at such time and place as determined by resolution of the Board. No business, other than business the general nature of which was set forth in the public notice of the regular meeting, may be transacted at such regular meeting. Minutes shall be kept of each regular meeting of the Board.

Section 9. <u>Special Meetings.</u> Special meetings of the Board for any purpose or purposes may be called at any time by the President of the Board (if any), the President, the Secretary, any two (2) directors, or the Member.

Public notice of special meetings of the Board shall be provided at least 24 hours in advance (exclusive of weekends and holidays), unless for good cause such notice is impossible or impractical, in which case as much notice as is reasonably possible shall be given, and shall (i) include a tentative agenda for the special meeting, (ii) specify the date, time and location of the special meeting, and, if the meeting will be conducted by telephone or other electronic means, the mode by which the meeting will be conducted and the designated location where the public may observe and attend the meeting, (iii) specify whether the meeting, any portion of the meeting or a vote will be closed to the public and if so, the date, time and location of such closed meeting or vote and the reason for closure by referring to the applicable subsection of section 610.021 of the Revised Statutes of Missouri allowing it to be closed, and (iv) be posted in a location that

is freely accessible to members of the public in accordance with the Sunshine Law. No business, other than business the general nature of which was set forth in the public notice of the special meeting, may be transacted at such special meeting. Minutes shall be kept of each special meeting of the Board. When it is necessary to hold a meeting on less than 24 hours' notice, the nature of the good cause justifying that departure from the normal requirements shall be stated in the minutes.

In addition, special meetings of the Board may only be held upon four days' written notice to the Board by first-class mail or 48 hours' notice delivered (i) personally (which may be oral or written), (ii) by telephone, including a voice messaging system, or (iii) by "electronic transmission by the corporation" (as defined below). Written notice shall be addressed or delivered to each director at his or her physical or email address, as applicable, as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held.

"Electronic transmission by the corporation" means a communication (a) delivered by (1) facsimile or email when directed to the facsimile number or email address, respectively, for that recipient on record with the corporation, (2) posting on an electronic message board or network which the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (3) other means of electronic communication, and (b) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed to have been given at the time it is communicated to the recipient, including by telephone voice messaging system.

Section 10. <u>Waiver of Notice</u>. Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 11. Quorum. A majority of the directors then in office constitutes a quorum of the Board for the transaction of business, except to adjourn as provided in Section 13 of this Article. All matters shall be decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required by Law, the Articles or these Bylaws. Without limiting the foregoing, the actions listed in Section 15(a) through Section 15(g) shall require the vote of at least two-thirds of all directors then in office in order to be effective. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 12. <u>Participation in Meetings by Conference Telephone</u>. Members of the Board may participate in any meeting through a video or telephone conference or similar communication equipment, so long as all the directors participating in the meeting can hear one another. All such participating directors shall be deemed to be present in person at such meeting.

Section 13. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Section 14. Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation. The inspections may be made in person or by the director's attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by Missouri and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with Missouri or federal law pertaining to access to books, records, and documents.

Section 15. <u>Board Committees</u>. The Board may designate and appoint one or more committees, each consisting of at least two (2) directors and no non-director members, and delegate to such committees any of the authority of the Board except with respect to any actions prohibited by Law and:

(a) The approval of any action for which the Law also requires approval of the Member;

- (b) The filling of vacancies on any committee;
- (c) The fixing of compensation of the directors for serving on the Board or on any committee;
- (d) The amendment or repeal of bylaws or the adoption of new bylaws;
- (e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (f) The appointment of committees of the Board or the members thereof; or
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office, and such committee may be designated by any name the Board shall specify. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board, except that there can be no waiver of committee meeting and voting requirements as may be required under the Sunshine Law. Minutes shall be kept of each meeting of each committee.

Section 16. Advisory Committees. The Board may, by resolution adopted by a majority of the directors then in office, create one or more advisory committees to serve at the pleasure of the Board. Each advisory committee shall have at least one (1) director as a member at all times. Other appointments to such advisory committees need not, but may, be directors. The Board shall appoint and discharge advisory committee members at will. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meetings and actions of the Board, except that there can be no waiver of meeting and voting requirements required under the Sunshine Law. Minutes shall be kept of each meeting of each advisory committee.

Section 17. <u>Audit Committee.</u> The audit committee shall be appointed by the Board and shall oversee (i) the preparation of annual financial statements using generally accepted accounting principles and (ii) the annual audit of the

corporation in accordance with Section 160.405.4(4) of the Revised Statutes of Missouri and Government Auditing Standards issued by the Comptroller General of the United States.

Section 18. <u>Compensation</u>. Directors and members of committees shall not receive any compensation for their services but, by resolution of the Board, a director's reasonable expenses of Board meeting attendance, if any, may be reimbursed.

#### ARTICLE IV. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a President, a Secretary and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person.

Section 2. <u>Permitted Officers.</u> The Board may choose a Chair of the Board, one or more additional Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. <u>Election of Officers</u>. The officers shall be elected by the Board at the annual meeting, or at any regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board. Section 5. President. Subject to the discretion and control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time. If the corporation has no Chair of the Board, then the President shall preside at all meetings of the Board.

Section 5. <u>Secretary</u>. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees.

The Secretary shall also keep, or cause to be kept, at the principal office in the State of Missouri the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 6. <u>Treasurer.</u> The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositaries as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the President or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

### ARTICLE V. INDEMNIFICATION OF AGENTS OF THE CORPORATION: LIABILITY INSURANCE

Section 1. <u>Indemnification</u>. The corporation shall, to the maximum extent permitted by the Law, indemnify each of its directors, officers, employees, and agents against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was a director, officer, or agent of the corporation, and shall advance to such person expenses incurred in defending any such proceeding to the maximum extent permitted by the Law. For purposes of this Section 1 a "director," "officer," "employee," or "agent" of the corporation includes any person who is or was a director or officer of the corporation, or is or was serving at the request of the corporation as a director or officer of a corporation which was a predecessor corporation of the corporation or of another enterprise at the request of such predecessor corporation. The Board may, in its discretion, provide by resolution for indemnification of, or advance of expenses to, other agents of the corporation, and likewise may refuse to provide for such indemnification or advance of expenses except to the extent such indemnification is mandatory under the Law.

Section 2. <u>Insurance</u>. The corporation shall have the power to purchase and maintain insurance on behalf of any school, any director, officer, employee, or agent of the corporation against any liability asserted against or incurred by such person in such capacity or arising out of the person's status as such,

whether or not the corporation would have the power to indemnify the person against such liability under the provisions of this Article VI.

#### ARTICLE VI. NONDISCRIMINATION POLICY

The school operated by the corporation shall admit students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. They shall not discriminate on the basis of race, color, religion, national and ethnic origin in the administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

#### ARTICLE VII. OTHER PROVISIONS

Section 1. <u>Inspection of Articles and Bylaws.</u> The corporation shall keep in its principal office in the State of Missouri the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents: Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President, or Vice President and the Secretary or any Assistant Secretary of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Section 3. Quality Control. With respect to this public school operated by the corporation, the corporation shall at all times use its best efforts to provide its diverse community of students with an intellectually challenging learning environment that develops each individual student's confidence, potential, and individual responsibility. Fidelity to such mission shall be evidenced by, with respect to the school operated by the corporation:

(a) <u>Academic Achievement</u>. Annual academic goals, and measureable steps to attain such goals, that ensure students will demonstrate understanding of the Missouri Learning Standards, at least 70% of students who have

completed three years at a school will score Proficient or Advanced on the Missouri Assessment Program ("MAP") Mathematics and Communication Arts assessments. Notwithstanding the foregoing, the school will aim to achieve Proficient or Advanced level results for 100% of its student population without gaps in subgroups and adopt goals through an annual strategic planning process that move toward this target. In addition, the corporation shall ensure that (i) there are adequate systems in place to identify, track and report any significant achievement gaps between any subgroups represented within the school, such as FRL Eligible, students of color (by ethnicity), English Language Learners and others as identified, and (ii) there are no "significant achievement gaps" (as defined below) between the standardized testing results of any "statistically valid" (as defined below) subgroups within the school and those of the majority group of students attending the school. A "significant achievement gap" shall mean a difference of 15 percentage points or more. "Statistically valid" shall mean a sample large enough to protect the privacy of all students when reviewing the relevant testing data. If new state assessments are adopted, the Board shall recalibrate the school's academic performance goals based on those new assessments, and shall seek to amend this Section 3(c) accordingly;

- (b) <u>Educational Alignment</u> An instructional model that adheres to the project-based/STEAM academic approach and the educational program as outlined in the Charter; and
- (c) <u>Community Engagement</u> Programs that involve the school community in the activities of the school, including but not limited to: fundraising, site-based councils, school and community events and participation in student-led activities. The corporation shall ensure that tools are used to track, record and report levels of community engagement and support at regular intervals throughout the year.
- (d) The corporation or any school operated by the corporation shall not engage in "Gross Financial Mismanagement," which shall mean gross financial mismanagement in accordance with generally accepted accounting principles as may be evidenced by negative audits and/or sworn statements by the Missouri Department of Elementary and Secondary Education or the Missouri Charter Public School Commission, or the documentation of gross financial mismanagement by independent auditors.

Section 4. <u>Construction and Definitions</u>. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Law shall govern the construction of these Bylaws. Section references refer to sections in such Article unless otherwise noted.

Section 5. <u>Amendments.</u> These Bylaws may be amended or repealed by the affirmative vote of at least two-thirds of the number of directors then in office.

#### Jason Kander Secretary of State 2016-2017 BIENNIAL REGISTRATION REPORT NONPROFIT

#### N01086960 Date Filed: 7/5/2016 Jason Kander Missouri Secretary of State

☑ I ELECT TO FILE A BIENNIAL REGISTRATION REPORT

	"SECTION 1, 3 & 4 ARE R	REQUIRED					
	REPORT DUE BY: 8/31/2016			ORGANIZED UN	IDER THE LAWS OF:		
	N01086960				Missouri		
		emy of Arts and Tec	hnology, Inc.	_			
	NICOLE C KING				PRINCIPAL PLA	CE OF BUSINESS OR CORPORATE HEADQUARTERS:	
	5709 OAK STREET KANSAS CITY MO 64113						
	Control of the state			5703 OAK	(Required)		
			1				
					STREET		
					CITY / STATE	MO 64113 ZIP	
	M. dan dan Maranda						
	☐ The new registere		registered office addre	as, please che	ick the appropriate	box(es) and fill in the necessary information.	
	IF CHANGING THE R		AN ORIGINAL WRITTEN	CONSENT FE	ROM THE NEW		
2	REGISTERED AGENT	MUST BE ATTACHE	D AND FILED WITH THE	S REGISTRATI	ON REPORT.		
	☐ The new registere	d office address					
L	Must be a Missouri		ne is not acceptable. Ti	his section is	not applicable for B	lanks, Trusts and Foreign Insurance.	
		OFFICERS  NAME AND PHYSICAL ADDRESS (P.O. BOX ALONE NOT  ACCEPTABLE). MUST LIST PRESIDENT AND SECRETARY BELOW			BOARD OF DIRECTORS  * NAME AND PHYSICAL ADDRESS (P.O. BOX ALONE NOT ACCEPTABLE).  MUST LIST AT LEAST THREE DIRECTORS BELOW  * B		
			<u></u> ~				
	PRESIDENT CANTU, NORMA 5643 LOCUST			NAME STREET	HEESE, NED 3502 DENVER		
	STREET						
	CITY/STATE/ZIP KANSAS CITY MO 64113  SECRETARY NIEBLA, ELVIA			CITY/STATE/ZIP NAME	KANSAS CITY MO 64124 CANTU, NORMA		
	STREET	S643 LOCUST			STREET	5643 LOCUST	
3		KANSAS CITY MO 6	4113		CITY/STATE/ZIP	KANSAS CITY MO 64113	
	OFFICER	HEESE, NED			NAME	NIEBLA, ELVIA	
	STREET	3502 DENVER			STREET	5643 LOCUST	
	CITY/STATE/ZIP	KANSAS CITY MO 6	4124		CITY/STATE/ZIP	KANSAS CITY MO 64113	
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4	Authorized party or	officer sign here	NORMA CANTU			(Required)	
	Please print name ar	nd title of signer:	NORMA CANTU		1	President	
			NAME			TITLE	
	REGISTRATION REPORT FEE IS: \$20.00 If filed on or before 8/31/2016			WHEN THIS FORM IS ACCEPTED BY THE SECRETARY OF STATE, BY LAW			
1	320,00 if filed on 0	v nerote sharksome			IT WILL BECO	ME A PUBLIC DOCUMENT AND ALL INFORMATION	V

### State of Missouri

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#### Robin Carnahan Secretary of State

#### CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Northeast Academy of Arts and Technology, Inc. NO1086960

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

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

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the CREAT SEAL of the State of Misseuri. Done at the City of Jefferson, this 20th day of September, 2010.

Plan Camalan

Secretary of State

# IRS DEPARTMENT OF THE TREASURY INTERNAL REVENUE SERVICE CODEN UT 84201-0022

 Date of this nation: 89-22-2010 Employer Identification Number: 88-8682983

Form: 55-4

Number of this nation: CP 575 C

For assistance you may call us ot 1-800-829-8955

IF YOU WRITE, ATTACH THE STUB OF THIS NOTICE.

NORTHEAST ACADEMY OF ARTS AND X NICOLE C KIND 1703 OAK KANSAS CITY HD 69113

20.04.0

#### WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 80-0002555. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this natice in your permanent records.

When filing tax documents, payments, and related surrespondence; it is very important that you use your EIW and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account; or even cause you to be assigned more than one EIW. If the information is not correct as shown above, please make the correction using the altached tear off stub and return it to us.

Based on the information reserved from you or your representative, you must file the fallowing form(s) by the date(s) shown:

Eurm 941 Form 940 10/X1/2011 01/31/2012

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the tap of this notice. If you need belo in determining your annual assumting period (tax year), see Publication 538, Assaunting Pariods and Methods.

We assigned you a tax slassification based on information obtained from you are your representative. It is not a local determination of your tax classification and is not binding on the IRS. If you want a least determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Pracadura 2004-1, 2004-1 I.R.B. I (or superseding Revenue Pracadura for the year at issue). Note: Cortain tax classification elections can be requested by filing form ARSZ, Entity Classification Election: See form ARSZ and its instructions for additional information.



### FORM 470 RECEIPT NOTIFICATION LETTER (Funding Year 2011: 07/01/2011-06/30/2012)

January 06, 2011

NICOLE KING WORTHEAST ACADEMY OF ARTS AND TECHNOLOGY 5703 OAE RANGAS CITY, MO 64113

500790000880985

Form 470 Application Number: Entity Number: Applicant's Form Identifier: Date Form 470 Posted: Allowable Contract Date:

16062205 NEATO1 12/29/2010 01/26/2011

Corrections Due by:

01/26/2011

This is your notification that the above Form 470, "Description of Services Requested and Certification Form" was successfully posted to the USAC website. This posting begins the required 20-day competitive bidding process.

Attached to this Form 470 Receipt Notlfication Letter (RML) is a Report summarising the information you provided to USAC for the Form 470 referenced above. Also included are advisories to assist you in appropriate use of the Form 470 to establish funding requests on your Form 471.

It is important that you review this Report now to make sure the products and services you require have been correctly posted and, if necessary, take any appropriate corrective action as soon as possible. You are allowed to correct certain errors on your form but not others. The Report Indicates if a correction to a field is allowed.

- If a supposition to a field is allowed, follow the instructions below to submit your corrections are not allowed, you must post a new Form 470.

DO NOT SEND CORRECTIONS TO THE CLIENT SERVICE BUREAU. Please note that this letter provides the notice required by the Federal Communications Commission (FCC) permitting you to review and make allowable corrections to your Form 470 by 01/26/2011.

To make an allowable correction, please do the following:

- Verify that the allowed correction can be made through the RML correction process. Any new-allowable corrections submitted through the RML correction process will not be made.
  Make a copy of your report and indicate on the copy any allowable corrections in the spaces indicated.
  Sign the copy and include your name, title, contact information, and date. Submit the copy using the guidance posted on the Form 170 RML page on our website to make corrections.
  Corrections must be submitted no later than 01/26/2011.
  Retain a copy of the RML and any submitted corrections.
  To determine what corrections are allowable and why review of this Report is important to you, see the "List of correctable ministerial and clerical errors" posted in the Reference Area of our website.

Schools and Libraries Division - Correspondence Unit 30 Lanidex Plaza West, PO Box 685, Parsippany, NJ 07054-0685 Visit us online at: www.usae.arg/s/

CO7000100808 +00808030870000

Appendix B.2-2 Certification of Background Checks

July 22, 2016

Missouri Department of Elementary and Secondary Education 205 Jefferson Street PO Box 480 Jefferson City, MO 65102

RE: Northeast Academy of Arts and Technology Background Checks

Child abuse registry checks will be conducted for all members of the Northeast Academy of Arts and Technology Board of Directors pursuant to R.S.Mo 160.400.11. All results will be received by December, 2016.

The members of the Board of Directors to be screened include:

Laura Gallegos Norma Cantu Elvia Niebla

Results of child abuse registry checks will be kept confidential and stored in a secure manner at the school location. These records will be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) and to Northeast Academy of Arts and Technology's sponsoring institution. All future board members, employees, and other individuals coming into regular contact with students will be subjected to criminal background and child abuse registry checks as stipulated in Missouri statute and the school's charter.



#### Evidence of Application Submission to Kansas City Public Schools

Nicole King <nking66@gmail.com>

Attachments

from: Nicole King <nking66@gmail.com>

to: board@kcpublicschools.org,

Robbyn Wahby <robbyn.wahby@mcpsc.mo.gov>

date: Mon, May 9, 2016 at 3:44 PM

subject: Fwd: Re: Checking In

mailed-by: gmail.com

On behalf of the Northeast Academy Arts and Technology board of directors, I am writing to inform you of our intent to open a charter school in the Kansas City Missouri school district beginning in 2017 with grades K through 2 and growing to grades K through 8.

I have attached the complete Charter School application for your review if you should have any questions please do not hesitate to contact me at 816-591-8674.

B.1
Northeast Academy of Arts and Technology
Conflict of Interest Policy
DRAFT
Application for Recognition as 501(c)(3)

#### Article I

#### **Purpose**

The purpose of the conflict of interest policy is to protect Northeast Academy of Arts and Technology this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

#### Article II

#### **Definitions**

#### 1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

#### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- **a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- **b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- **c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

#### **Article III**

#### **Procedures**

#### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

#### 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

#### 3. Procedures for Addressing the Conflict of Interest

- **a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- **b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- **c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- **d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### 4. Violations of the Conflicts of Interest Policy

**a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall

inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

**b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- **a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- **b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### Article V Compensation

- **a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- **b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- **c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI**

#### **Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- **a.** Has received a copy of the conflicts of interest policy,
- **b.** Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- **d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### **Article VII**

#### **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- **a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- **b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

#### **Article VIII**

#### **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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

The Board of Directors is responsible for governance, financial stability, student performance oversight, hiring and evaluation of the Executive Director. The chart below lists founding board members.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Dr. Norma Cantu	Endowed Chair- Trinity College	President	Education, Organizational Management, Arts Integration
Dr. Elvia Niebla	Retired-EPA	Director	STEM, Organizational Management, Finance
Laura Gallegos	Parent Liaison- Independence School District	Director	Community Engagement, Education
Pamela Dale	Girl Scouts of Greater Kansas City	Director	Community Engagement, Social Services

#### **NEAT Founding Board Biographical Information**

NEAT has three founding board members. The Board represents a cross-section of dedicated and experienced educators, community, financial and organizational leaders as well as, ethnic and racial background of the community in which they will serve. Board member resumes and completed request for information forms are included and below are descriptions of each founding member. NEAT will become a member of the Missouri Charter Public School Association and will participate in trainings provided by the Association.

The Board currently has three initial board members. Once the charter is approved, the three inaugural members plan to recruit colleagues, community leaders to serve on the Board reaching a total membership of 9 by the opening of the school in 2017. Upon joining the NEAT board, each member will receive a Board of Directors Training Handbook which outlines, terms, polices, bylaws, state and federal laws governing charter schools, financial planning/oversight, guiding renewal and accreditation, establishing policy, evaluating school leadership, board/staff relationships, board parent relationships, grievance procedures and pitfalls to avoid. Ongoing training and support will be developed around this document and help guide and support board discussions.

#### **Founding Board Members**

#### Dr. Norma Cantu: President

As Endowed Chair at Trinity College in San Antonio, Texas and recently as, professor of Latina/Latino Studies and English at UMKC, Cantu's duties include teaching, committee work, and the development of the Latina and Latino Studies (LLS) Program. She received her Ph.D. in English from the University of Nebraska – Lincoln and has taught at Texas A&M, the University of California – Santa Barbara, and the University of Texas – San Antonio. Dr. Cantu is also Professor Emerita at the University of Texas – San Antonio. She is founder and director of the Society for the Study of Gloria Anzaldúa and co-founder of the group of Latina/o poets, Canto Mundo, as well as a member of the Macondo Writers Workshop. As editor of a book series, *Rio Grande/Rio Bravo: Borderlands Culture and Tradition*, at Texas A&M University Press, and *Literatures of the Americas*, she promotes the publication of research on borderlands culture.

Please see Exhibit B.2-1 for Dr. Norma Cantu' CV and "Request for Information from Prospective Charter School Board Members" form.

#### Dr. Elvia Niebla: Director

Dr. Niebla received an associate of arts degree from Fullerton Junior College in 1965 and a BS in zoology and chemistry from the University of Arizona in 1967. She taught special education in California for three years before returning to the University of Arizona, where she received a PhD in soil chemistry in 1979. Dr. Niebla took a job at the Western Archaeological Center, where she worked on maintaining historic adobe buildings and ecosystems in national parks. In 1984, Dr. Niebla joined the Environmental Protection Agency (EPA) and wrote regulations on the use of sludge made from decomposed garbage on agricultural land. In 1989, Dr. Niebla became national coordinator for global change research in the Forest Service, a division of the U.S. Department of Agriculture. She managed the science research program on global change in forests.

Please see Exhibit B.2-2 for Dr. Eliva Niebla's CV and "Request for Information from Prospective Charter School Board Members" form.

#### Mrs. Laura Gallegos: Director

Ms. Gallegos is currently an Educational Outreach Specialist in the Independence School District. Ms. Gallegos has been a leader in the northeast community for almost twelve years. Ms. Gallegos has served on a previous charter school board for three years where she was responsible for academic, financial and policy oversight. For ten years, she worked for a non-profit organization; Samuel Rodgers Health Center serving the diverse northeast community, coordinating events and health fairs to help prevent chronic diseases like diabetes, cholesterol, blood pressure and glaucoma. She assists the Northeast community by providing informational outreach with medical insurance

to children under 18 years old. Ms. Gallegos's partners with different organization in the Kansas City area and Kansas City, Kansas include Guadalupe Center, Mattie Rhodes, Bishop Sullivan, El Centro Inc, Heart to Heart, Health Care USA, Molina, Missouri Care, Blue Cross Blue Shield, Mexican Consulate, and Head Start of Kansas City, Missouri. Ms. Gallegos was a teacher in Mexico for 3 years, teaching Computer Technology courses to middle school students and English language classes to kindergarten students.

Please see Exhibit B.2-3 for Laura Gallegos's CV and "Request for Information from Prospective Charter School Board Members" form.

#### Ms. Pamela Dale: Director

Pam is the Membership Manager focused on Recruiting and Mission Delivery for Girl Scouts of Northeast Kansas and Northwest Missouri. As part of the largest organization for girls in the world, Pam works to build girls of courage, confidence and character, who make the world a better place.

Pam supports the development of programming and activities in science and technology, business and economic literacy, and outdoor and environmental awareness. Pam has worked in the non-profit sector for over 10 years in a variety of fields including social services, resource specialist, community outreach support, program organizer, and public relations within urban communities. She prides herself in establishing and maintaining effective working relationships with volunteers and community organizations. She has worked as a Property and Leasing Manager focused on analysis of real estate property, tax reports and lease agreements. While working as Eastern Jackson County Outreach Supervisor, Pam provided oversight for \$268,000 in operating budget, as well as, the distribution of Low Income Heating Energy Assistance grants totaling \$680,000. Pam brings considerable knowledge and experience with community resources including civic, social and educational organizations.

Please see Exhibit B.2-4 for Pamela Dale's CV and "Request for Information from Prospective Charter School Board Members" form.

### Exhibit B. 2-1 Board Member Request for Information: Dr. Norma Cantu

#### **Biographical Statement**

Dr. Norma E. Cantú received her doctorate in English from the University of Nebraska, Lincoln. As an award-winning author she has published extensively in fiction and poetry as well as in academic journals. Her interest in education extends from her undergraduate degree in Education (English and Political Science) to having been certified by the State of Texas in 1984. She has worked in academia for over 30 years and currently serves as Professor of Latina/o Studies at the University of Missouri, Kansas City where she also works with future teachers. She has conducted numerous professional development workshops for teachers.

#### Request for Information from Prospective Charter School Board Members

1) Describe your educational and employment history. You may complete this item by attaching a CV or resume.

See attached CV.

- 2) If true, please affirm that you will be at least 18 years old by January 1 of the year in which the proposed charter school would open.
- A. My date of birth is January 3, 1947.
- 3) How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Ever since moving to Kansas City, I have been moved to do something about the state of education in our city. When Nicole King, a UMKC doctoral student mentioned that she was seeking board members for the Charter School, I saw it as an opportunity and volunteered to serve.

4) Explain why you would like to serve on the board.

I strongly believe that if we see something wrong it is our duty to work to solve the problem and not just complain or gripe about the situation. So, it was when I started an adult literacy project in my hometown of Laredo, Texas. I want to improve the educational opportunities for children of color in Kansas City and to offer my expertise to the board, administration and staff so that we can work as a team to effect positive social and educational change.

5) Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on various boards but perhaps the most relevant is the Mexican American Cultural Center in San Antonio, a non-profit educational enterprise—I served for two consecutive terms from 1995-2001. I am also currently a board member of the American Folklore Society, and I also served two terms on the Library of Congress's American Folklife Center.

6) What is your understanding of the appropriate role of a public charter school board member?

My understanding is that as a board member I would form part of the leadership team including overseeing financial, curricular and social events/issues for the school. Additionally, I understand that the board members may form committees and be involved in other aspects of the educational organizational structure.

7) What relevant knowledge and experience will you bring to the board?

The most relevant knowledge I bring to the board is my over 30 years in academia, mostly in teacher preparation. I am also a certified teacher in the state of Texas and am passionate about K-16 education.

8) Assuming the school is successful, what is your image of how the school will look towards the end of the first year? What will it be like after four years?

At the end of the first year, the school will be fully functioning in delivering quality education for all its children in key aspects. The Aztec sense of what a school does for children held that it is a place where children shape their faces and their souls; this concept is at the heart of what I see at the end of the first year.

- II. Educational Philosophy
- 9) What is your understanding of the school's mission and/or philosophy?

I understand that the school's mission is to serve the population in the area where it will be located by providing a high quality educational experience focusing on STEAM (science, technology, engineering, mathematics and the arts) disciplines. I am particularly excited about the writing across the curriculum aspect that is at the core. In addition the curriculum calls for implementing a "writers' workshop" model at all levels. It is also my understanding, the Northeast Academy of Arts and Technology will begin serving grades K-2 with 180 students

to begin with. It will incrementally by adding a grade level each year until it serves K-8 students. The academic focus will be on STEAM, focused on the integration of science, technology, engineering and mathematics with the arts.

10) Are you familiar with the school's proposed educational program? How would you describe it?

I am familiar with the proposed program of study. It integrates educational policies and research to serve the students. As such, it will offer a longer school day and school year to support achievements gains needed to meet requirements. In addition, the proposed plan includes a student-centered approach that targets learning outcomes for individual students.

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?

A. In my view, a successful school offers students an optimal educational experience characterized by culturally relevant content and a coherent culture and school climate that has high expectations, a rigorous academic program, and school wide systems designed to help meet student needs. Moreover, the successful school must have the right people in place to effectively execute all aspects of the educational mission.

In the first two years, the Board will need to hire a school leadership team that understands and is ready to implement the essential elements mentioned above.

The board will provide resources, guidance, academic and fiscal oversight necessary to make certain the school fulfills its mission and philosophy in all aspects of its endeavors.

- III. Conflict of Interest Disclosure
- 12) Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

No.

13) Do you or your spouse have a pre-existing relationship with any people identified as prospective employees. If so, please indicate and describe the relationship.

No.

14) Do you or your spouse know anyone who plans to do business with the school? If so, please 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, do you or your spouse know any of the employees, owners, or agents.

#### A. N/A

- 16) If the school does not intend to partner with an educational service provider, write"N/A"
- A. Please see above-N/A.
- 17) If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership or management interest?
- A. N/A
- 18) If the school does not intend to partner with an educational service provider, write N/A.
- A. N/A Please see above.
- 19) Do you anticipate conducting any business with educational service providers, the school or both? If so, describe the potential relationship.
- A. N/A. Please see above.
- 20). Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

- 21) How would you handle a situation in which you believe one or more of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, their friends or family.
- A. I would bring the situation of concern to the board and seek to remediate the situation during closed session up to and including removal from the board if he or she is unwilling or unable to discontinue the unethical conduct. I would also consult legal counsel on the matter and share my concern with the president of the board.

#### **NORMA ELIA CANTÚ**

Professor Emerita, University of Texas, San Antonio
Professor of Latina/o Studies and English, University of Missouri, Kansas City

Web page: http://colfa.utsa.edu/English/cantu.html
Blogs at www.wordpress.normacantu.com
Address: E-mail: cantun@umkc.edu
Latina/Latino Studies

Haag Hall 204 G Office : 816-235-4125 5120 Rockhill Road Cell : 210-363-4736 Kansas City, MO 64131

#### Education/Certification

1984 Secondary English and Government Certification by the State of Texas

1982 Ph.D. University of Nebraska—Lincoln

Co-Chairs: Profs. Paul Olson and Ralph Grajeda

Dissertation: The Offering and the Offerers: A Generic Illocation of a

Laredo Pastorela in the Tradition of the Shepherds' Plays

1976 M.S. Texas A&I University--Kingsville, with honors

Major: English Minor: Political Science

1973 B.S. Texas A&I University--Laredo, cum laude

Major: Education: English/Political Science

1970 A.A. Laredo Junior College

#### Areas of Teaching Interest

Latino/a Studies, Chicano/a Literature, Border Studies, Folklore, Women Studies, Creative Writing

#### Areas of Research Interest

Border Studies, Chicano/a Literature, Latino/a Studies Cultural Studies, Folklore, Feminist Studies

### Teaching Experience 2013-2016 University of Missouri Kansas City—Full Professor of

2010 2010	Oniversity of Missouri, Runsus Oity 1 dil 1 foressor of
	Latina/o Studies & English
2012-Present	University of Texas, San Antonio—Professor Emerita
2000-2012	University of Texas, San Antonio—Full Professor of Latina/o
	Literature
1993-2000	Texas A&M International University—Full Professor
1994-1995	Georgetown UniversitySchool for Continuing Education—
	Visiting Professor, Literature
1987-1993	Laredo State University/Texas A&M International

University—Associate Professor
1980-1987 Laredo State University—Assistant Professor
1976-1979 University of Nebraska, Lincoln—Instructor

1975-1976 University of Nebraska, Lincoln—Teaching Assistant 1973-1975 Texas A&I University, Kingsville—Teaching Assistant

Dissertations completed under my supervision:

Laura López, "Confronting Predators and Shadow Beasts: Representations of Working-Poor Chicanas in Contemporary Young Adult Literature," 2012 Margaret Cantú-Sánchez, "Healing the Split": Tejiendo Mestizajes of Epistemologies in Latina Education and Literature," 2012

Candace de León Zepeda, "Decolonizing the Classroom: Mapping the Impact of Educational Inequalities on Mexican-Americans through a Third Space Chicana Feminist Analysis of Literature and Film," 2012

Larissa Mercado-López, "I feel a revolution occur in my womb": Mapping Cognitive and Somatic Transformation through Readings of Mestiza Maternal Facultad," 2011

Lenora Perry-Samaniego, "Queer Histories and Interstitial Territories: Transgressive Women from Early Modern Iberia to Postmodern Aztlán," 2009 Cordelia Barrera, "Border Places, Frontier Spaces: Deconstructing Ideologies of the Southwest," 2009

Linda Winterbottom, "Taking It with Them: Elsewhere Consciousness in the Fiction of Edwidge Danticat, Paule Marshall and Jamaica Kincaid," 2008 June Pedraza, "Third Space Mestizaje as a Critical Approach to Literature," 2008

#### Administrative Experience:

Fall 2013 Acting Director, Latino/a Studies, UMKC

2007-Present Founder and Conference Coordinator, Society for the Study

of Gloria Anzaldúa, San Antonio, TX

Fall 2002--Spring 2004; Fall 2007-Spring 2010

Graduate Advisor of Record, Ph.D. Program in English, UTSA

Duties: Supervise and advise doctoral students, Chair the doctoral program's Graduate Advisory Committee, advise the department chair on course scheduling and work with the Associate Dean for Graduate Studies in the College of Liberal and Fine Arts and with the Office of Graduate Studies and the Graduate Dean as necessary.

1998-1999 Acting Director, Chicano Studies Research Center, University of California, Santa Barbara

Duties: Coordinated activities and oversaw the functions of the Center, including budgets, research projects, special events, faculty research support, graduate and undergraduate services, and other administrative matters.

1993-1995 Senior Arts Specialist at the National Endowment for the Arts, Folk and Traditional Arts Program

Duties: Reviewed and advised on grant applications for the program, advised applicants of review guidelines and in the preparation of proposals, and followed

through with the application from submission to the panel review process. Served as liaison for NEA with the Task force on Folk Arts in Education and with the research projects in the field project. Supervised high school intern with the Upward Bound Program at Georgetown University.

1991-1992 Interim Dean, School of Education and Arts & Sciences Duties: Conducted strategic planning for the school; supervised budget and curricular matters, recruited, hired and supervised faculty; established the transition from one organizational structure to another; performed general administrative functions at the level of Dean.

1987-1991 Chair of the Division of Arts & Sciences
Duties: Supervised and managed budget and curricula for seven Arts and
Sciences disciplines; recruited, hired and supervised faculty--the faculty
increased from 7 to 21 during my tenure.

#### Academic Honors/Grants/Awards

2015	Elected to serve on the Board of Directors of the American Folklore Society
2014	University of Missouri Research Board, grant to conduct a survey of traditional arts in the Kansas City metro area
	Women and Gender Studies Research Grant for Latina Traditional Arts Survey in the Kansas City metro area
2013	Yellow Rose of Texas Education Award HOPE Cultural Arts Award Letras de Aztlán, NACCS Tejas Foco
2012	Beca Nebrija de Creación Literaria, Instituto Franklin, Universidad de Alcalá de Henares, June Inducted into the Texas Institute of Letters, April
2011	Inducted as a Fellow of the American Folklore Society, October Américo Paredes Distinguished Lecture, UT-Austin, May
2010	Exceptional Texas Woman, by the Veteran Feminists of America, Texas, March UTSA Globalization Award, April Elvira Cordero de Cisneros Macondo Foundation Award, June
2008	National Association of Chicana and Chicano Studies Scholar of the Year

Cátedra Laboris from the Universidad de Monterrey, Monterrey, Nuevo León
 Texas A&M International University, distinguished alumni award "Portraits of Alumni Achievement," Laredo, Texas, January "Premio Letras de Aztlán," National Association of Chicana and Chicano Studies, Tejas Foco, March
 Instituto Israelí-Latino Americano: invited participant for a weeklong visit to Israel for the Encuentro de Escritoras de Latino América y Estados Unidos
 Américo Paredes Prize, American Folklore Society

Distinguished Scholar Award from the Division on Chicana and Chicano Literature of the Modern Languages Association

The Gustavus Myers Outstanding Book, Race in the College Classroom: Pedagogy and Politics (I am a contributor)

NSF Grant for \$48,800 for ¡Adelante! Focus on Latinas in Math, Science and Engineering Susan Koppelman Award for Chicana Traditions: Change and Continuity given by the joint Women's Caucus of the Popular Culture Association/American Culture Association

2002 Elli Köngäs Maranda Prize from the Women's Section of the American Folklore Society, Chicana Traditions: Change and Continuity (I am coeditor and contributor)

Outstanding Academic Book by Choice Magazine, Chicana Traditions: Change and Continuity

The Gustavus Myers Outstanding Book, Telling to Live: Latina feminist testimonios (I am co-editor and contributor)

American Educational Studies Association Critics' Choice Award, Race in the College Classroom (I am a contributor)

2001	Outstanding Alumni Award, Laredo Community College, Laredo, Texas
1999	Master's Week Invited Alumni, University of Nebraska, Lincoln
1998-99	Research Fellowship, University of California, Sta. Barbara

1998	"Cuentos y más" Project, Research Grant, Recovering the U.S. Literary Heritage, University of Houston, to research traditional literature in Laredo, TX Award of Merit, The Association of Women in Communications, San Antonio Professional Chapter, for outstanding achievement in the field of communications for work in the television documentary Los Matachines de la Santa Cruz
1997	Outstanding Alumni Award, College of Arts and Sciences, University of Nebraska
1996	Voted to be Commencement Speaker at Graduation by graduating class of TAMIU
	Research Grant from Guadalupe Cultural Arts Center/Rockefeller Gateways Program to research Quinceañera traditions in Laredo
	Premio Aztlán, for Canícula: Snapshots of a Girlhood en la Frontera
	Webb County Heritage Award for Publication: Canícula: Snapshots of a Girlhood en la Frontera
1995	Lulac #12, Martin High School Tiger Legend
	Inducted into the Laredo Women's Hall of Fame
1987-88	Texas Folklife Resources/Research grants Fieldwork/apprenticeship with Doña María Solis, colcha quilter Fieldwork with Matachines religious folk dance group
1985	Fulbright-Hays (U.SSpanish Joint Committee) Post-Doctoral Research Fellowship to Spain
1982	Ford Foundation Chicano Dissertation Completion Grant, University of Michigan, Ann Arbor
1979-80	Fulbright-Hays Research Fellowship to Spain
1977-79	Ford Foundation Graduate Fellowship
1977-79	University of Nebraska—Lincoln: Instructor
1975-76	University of NebraskaLincoln: Teaching Assistantship
1973-75	Texas A&I University-Kingsville Teaching Assistantship

1974 Texas A & I University-Kingsville, Research Assistantship for a

linguistic study of South Texas high school sophomores

1965-66 Laredo Junior College--Laredo, Texas, Rotary International

Scholarship

Publications: Books, Novels, Poetry, Short Fiction, Personal Essay

#### Forthcoming:

Canicula: Snapshots of a Girlhood en la Frontera: 20th anniversary edition with new photographs and new writings. University of New Mexico Press (2015)

Cabañuelas: A love story. Novel, under review University of New Mexico Press (no date)

Entre Malinche y Guadalupe: Tejanas in Literature and Art. Co-edited with Inés Hernández Ávila at UC Davis, advanced contract with University of Texas Press (2015)

Amor de Hija/Daughter's Love and Other Plays by Silviana Wood. Co-editor (Under review at University of Arizona Press)

## In Progress:

Single author:

Paso a Paso: A Chicana on the Camino de Santiago (non-fiction)

Papeles de mujer (novel written in Spanish)

Meditación Fronteriza: Poems of Life, Love and Work (revised)

Champú: or Hair Matters (novel)

Soldiers of the Cross: Los matachines de la Santa Cruz. Texas A&M University Press, advanced contract from Texas A&M University Press (70% done)

#### Co-editor:

La Pluma Pintada: Critical and Creative work on the Life of José Antonio Burciaga. Co-edited with Gabriella Gutiérrez y Muhs at Seattle University (on hold)

The Plays of Silviana Wood co-edited with Rita Urquíjo Ruiz, Trinity University (80% done)

MeXicana Fashion, co-edited with Aída Hurtado (editing submissions)
Somos Tejanas: Tejana Cultural Production, co-edited with Sonia Saldívar Hull
and Lori Beth Rodríguez (collecting contributions)

Perspectives on Latina and Latino Young Adult Literature, co-edited with Gabriela Baeza Ventura and Laura López.)

#### BOOKS

2014 Ofrenda: Liliana Wilson's Art of Dissidence and Dreams, Texas A&M University Press.

2012 Moctezuma's Table: Rolando Briseño's Mexicano and Chicano Tablescapes, Texas A&M University Press

2011 Paths to Discovery: Autobiographies of Chicanas with Careers in Mathematics, Science and Engineering. UCLA Chicano Studies Research Center Press

2010 El Mundo Zurdo: Selected Works from the Meetings of the Society for the Study of Gloria Anzaldúa 2007 & 2009, Co-Editor. (Aunt Lute Books)

Inside the Latin@ Experience: A Latino Studies Reader, co-edited with Maria Franquiz (Palgrave/McMillan)

Moctezuma's Table: Rolando Briseño's Chicano Tablescapes. (Texas A&M University Press)

2009 Dancing Across Borders: Danzas y Bailes Mexicanos. Coedited with Olga Nájera-Ramírez and Brenda Romero. University of Illinois Press.

Prietas y Güeras: Proceedings of the First Conference on the Life and Work of Gloria Anzaldúa. Co-editor. San Antonio, TX: Adelante Project.

I embroider borders.... Poetry book, limited edition. Southwest School of Arts and Crafts.

2006 Flor y ciencia: Chicanas in Mathematics, Science and Engineering. Editor. The Adelante Project, published by the American Association for the Advancement of Science. UCLA Chicano Studies Research Center 2002 Chicana Traditions: Continuity and Change, co-edited with

Olga Nájera Ramírez. University of Illinois Press. (Second Printing)

Canícula: Imagenes de una niñez fronteriza. Houghton Mifflin, paperback edition.

Telling to Live: Latina Feminist Testimonios. Co-editor with the Latina Feminist Group. Duke University Press.

1997 Canícula: Snapshots of a Girlhood en la frontera. Albuquerque: University of New Mexico Press, paperback edition.

1995 Canícula: Snapshots of a Girlhood en la frontera. Albuquerque: University of New Mexico Press (now it its 5th printing)

Journal Articles/ Chapters in Books Forthcoming:

"A Chicana Third Space Reading of Chican@ Life Cycle Markers" in The Politics of Age in America: Colonial Era to the Present. Eds. Corinne T. Field and Nicholas L. Syrett.

"Latin@ Poetics: Voices." Ed. John M. Gonzalez. Oxford University Press. Publications:

2015 "Introduction" Ofrenda: Liliana Wilson's Art of Dissidence and Dreams. (Texas A&M University Press)

2014 "El vaivén de la vida: Musings on Deterritorialized Border Subjects," in Passing through Home: Space as Process in U.S. Narratives of Return. Antonia Oliver Rotger, Ed. (Routledge, 2014)

"Living la Vida Santa: My Chicana Spirituality and Activist Scholarship," in Fleshing the Spirit: Spirituality and Activism in Chicana, Latina, and Indigenous Women's Lives. Eds. Elisa Facio and Irene Lara. (University of Arizona Press 2014), pp 201-217.

Dialogo Special Issue: Poetry, co-edited with Juana Goergen

2013 "Hungers and Desires: Borderlands Appetites," in Rethinking Chicana/o Literature through Food: Postnational Appetites. Eds. Nieves Pascual & Meredith E. Abarca (Palgrave)

"Healing the Wound; Immigration, Activism, and Policies." In Tikkun: Politics, Spirituality, Culture. Summer 2013, pp 31, 65-66.

"Forward," Lo que trae la marea / What the Tide Brings In. Mouthfeel Press

"Quinceañeras and Cincuentañeras," "Celebrations," "Religious Celebrations," entries for the Encyclopedia of Latino Culture (ABC-CLIO), Ed. Chuck Tatum.

2012 "Introduction," Carmen Tafoya's Curandera. Wings Press.
Performing Indigeneity in a South Texas Community: Los Matachines de la Santa Cruz," in Performing the US Latina-O Borderlands. Eds. Arturo Aldama, Chela Sandoval, Peter García.

"Testimonio, Autobiography, and Memoir" Routledge Companion to Latin@ Literature Eds. Frances Aparicio & Suzanne Bost. Routledge.

2011 "Dos Mundos: Two Celebrations in Laredo, Texas--Los Matachines de la Santa Cruz and The George Washington's Birthday." Global Mexican Cultural Productions. Eds. Rita Urquijo Ruiz, Rosana Blanco Castro. Palgrave/MacMillan

2010 "Interview" English Studies. Universidad de La Laguna, Tenerife, Spain

2009 "The Semiotics of Land: Los Matachines de la Santa Cruz," in Dancing across Borders: Danzas y bailes mejicanos. U of III Press.

"1836 Texas Border Writing" in A New Literary History of America. Eds. Greil Marcus and Werner Sollors. Boston: Harvard University Press.

2008 "Introduction," in Paths to Discovery: Autobiographies from Chicanas with Careers in Mathematics, Science and Engineering. UCLA Chicano Studies Research Center.

2007 "Fronteriza Consciousness: The Site and Language of the Academy and of Life" in Placing the Academy: Essays on Landscape and Academic Identity. eds. Jennifer Sinor and Rona Kaufman. Utah State University, 2007.

"Whose Story Is It Anyway? NACCS Proceedings

2006 "Adios in Madrid," short story in Paralelo Sur, Barcelona, Spain 2005 "Muy Macho! The Construction of Latino Masculinity" in Manly Traditions, ed. Simon Bronner.

2004 "Whose Story Is It Anyway? Autobiography on the Border" in Beginning a New Millennium of Chicana and Chicano Scholarship: Selected Proceedings of the 2001 NACCS Conference. Jamie H. García, ed. San Jose, CA: National Association for Chicana and Chicano Studies.

2003 "Montserrat Fontes," in Reading Latina Writers: a Remapping of American Literature, Temple University Press

"Pastoras and Malinches: Women in Traditional Folk Drama." Vol. 5 of the Recovering the U.S Literary Heritage Project, University of Houston, Arte Público Press

"Breaking Boundaries, Finding Forms: Writing Canícula," in Chicana Feminisms: A Reader. Duke University Press

"Quinceañera" in Punto de Vista, a column on a Latino arts and culture web site. "Centering the Margins: A Chicana in the English Classroom." In 2002 Race in the Classroom: Pedagogy and Politics. Eds. Bonnie TuSmith and Maureen T. Reddy. Rutgers University Press.

"Western Autobiography and Memoir: A Panel of Writers" In Western American Literature Special Issue: Western Autobiography and Memoir. Summer. Pp. 150-169.

"Power of Words," Sombrilla Essay (Winter) 2001

1999 "La Quinceañera: towards an ethnographic analysis of a life-cycle ritual." Southern Folklore: 56. 1.

1996 "La Virgen de Guadalupe: Symbol of Faith and Devotion," Familia,

Fé y Fiestas/Family, Faith and Fiestas: Mexican American

Celebrations of the Holiday Season, ArteAmericas

and Fresno Arts Council.

1995 "Desde el otro lado: Margarita Canseco del Valle, escritora

> fronteriza," in Las Formas de Nuestras Voces: Chicana and Mexicana Writers in Mexico, Claire Joysmith, ed. México, D.F.:

Universidad Nacional Autónoma de México.

"Los Matachines de la Santa Cruz de la Ladrillera: Notes Toward a Socio Literary Analysis," in Feasts and Celebrations in U.S. Ethnic

	Communities. Ramón Gutierrez, ed. Albuquerque, NM: University of New Mexico Press.
1993	"The wound that will not heal," Program Book for the Festival of American Folklife. Washington, D.C.: Smithsonian Institution.
1992	"Los Matachines de la Santa Cruz: un acto de resistencia cultural," Mito y Leyenda Tijuana, BC: Colegio de la Frontera Norte.  "Costume as Cultural Resistance and Affirmation: The Case of a South Texas Community," Texas Folklore Society, Hecho en
1992	Texas. Denton: University of North Texas Press.  "Mexican American Quilting Traditions in Laredo, San Ygnacio and
1992	Zapata," co-authored with Ofelia Zapata, Hecho en Texas. Denton: University of North Texas Press.
1989	"The Barrios of Laredo," and "Los Matachines de la Santa Cruz," Sí Laredo, Laredo, TX.
	"La Pastorela," Sí Laredo, Laredo, TX, Fall/Winter.
1985	Chicana Voices: Intersections of Race, Class, and Gender, on
Editorial Boa	ard, introduction to literature section and plenary paper.
1983	"Tejanos along the Border," The Texas Humanist.
1979	Translation of two poems by Alfonsina Storni: "Eye" and "Fisherman," Prairie Schooner.
1979	"My 'Excuse-me' Tongue," Conference on College Composition and Communication, Minneapolis, in ERIC.
1973	Para Niños from Two Cultures, Texas A&I University at Laredo.

# Professional Reports

2008 History	"Dressing San Antonio," for the Smithsonian Museum of American
2004	Latinos/as in the South, Atlanta: Southern Arts Federation
2003	Latino Folklife in Idaho—2000-01: A Survey of Idaho Latino
	Traditonal Arts. Idaho Commission on the Arts (prepared in 2000-
	01 but published in 2003)
2002	http://www.arts.idaho.gov/folk/survey.aspx#top
1999	Report on Latino Culture and Traditional Arts in Tennessee,
	prepared for the Tennessee Arts Commission, Folk Arts Program.

## **Book Reviews**

2010	There Was a Woman, in Journal of Folklore Research
2005	Homegirls in the Public Sphere in National Women's Studies
	Journal
1995	Fiesta, fé, y cultura, in American Folklore Society Journal.
1995	Carry Me Like Water in The Washington Post, Book World.
1995	My History Not Yours: The Formation of Mexican American
	Autobiography, in Western Historical Quarterly.

1993	No Short Journeys: The Interplay of Culture in the History and
	Literature of the Borderlands, in Western Historical Quarterly.
1992	Footlights Across the Border: A History of Spanish Language
	Professional Theater on the Texas Stage, in Journal of Popular
	Culture.
1991	Mixed Blessings, in Texas Humanist, Spring.
1984	Woman of Her Word, in La Red/The Net.
1984	Cuentos: Stories by Latinas, in La Red/The Net.
1979	Chicano Voices, English in Texas.3
1978	Selena, in Prairie Schooner.
1978	César Chávez: Autobiography of La Causa, in Prairie Schooner.

## CREATIVE WORK (POETRY, SHORT FICTION, ESSAY)

2013 "Los Tecolotes" in Arriba Baseball! A Collection of Latino/a Baseball Fiction. Robert Paul Moreira, Ed. VAO Publishing.

2012 "Primas," in Shadowbox Magazine: A Collection of Creative Non-Fiction, Issue 3, an online publication featuring Creative Non-Fiction.

http://www.shadowboxmagazine.org/issue3/Bottle11.swf

2011 "Aprendiendo a Vivr/Aprendiendo a Morir" (Learning to Live/Learning to Die" Creative Non-fiction essay, in Bridging: How Gloria Anzaldúa's Life and Work Transformed our Own. Eds. AnaLouise Keating and Gloria González-López.

2009 "La Llorona Considers the State of Tortillas" in Poetic Voices without Borders 2, Robert Girón editor. Takoma Park, MD: Gival Press. (Reprint) "The Wall" in Vandal Walls 1.1. Guest Editor, Angie Cruz. Vol 1. No. 1. Pgs. 30-31.

"Cloud Seven" and "Radio" from Champu or Hair Matters. In Ventana Abierta. Vol 7 no. 26. Spring 2009. Pgs 67-69.

2008 "La Llorona Considers the State of Tortillas," poem in Feminist Studies: The Chicana Studies Issue.vol. 34, nos. 1/2 Spring/Summer

"Adios en Madrid" in Antología del Cuento Chicano, Gran Vía Edizioni, Milan, Italy http://www.gran-via.it/scheda.php?id=26

"Mexican Citizen," in Art at our Doorstep: San Antonio Writers + Artist. San Antonio: Trinity University Press

"Being Tejana: Thoughts on Life, Land, and Cutlure" Puentes. Ed. Jesús Rosales. Corpus Christi

Papers/Workshops/Presentations at Professional Meetings (Presenter, Chair, Moderator)

2015 "Mapping: Writing about Space and Place" UMKC. SOE class "Latinos of Tomorrow"

2014 "Traditional Cultural Production in Kansas City" English Department Colloquium November

"Traditional Cultural Production in Kansas City" Urban Education Institute, Research Brown Bag November "Diálogo" DePaul University, October "Chicana on the Border" Carleton College, Invited Lecture October Traditional Culture by Latinas in Kansas City" NACCS Midwest Foco. Kansas City. October

"Latina/o Studies in the Midwest. International Conference on Latina/o Studies. Chicago, ILL July

"Translating Anzaldúa" Congreso de Literatura Chicana, Oviedo, Spain. May

Presentations/Readings/Papers Presented to Student and Community Groups:

Talk to high school English students at Shawnee Mission North

High School, April

"Las Marthas" documentary presentation at the Tivoli Cinema-Kansas City, MO, January

"Rituals and Customs of a Contemporary Wedding along the US-Mexico Boarderlands" Graduate Art History Association (GAHA) Exhibition, UMKC, January

2013 "Following 'The Way'" for the Adventures in Learning series,
Shepherd's Center of KC Central, October
"Latino/a Experience Along the Mexican Border" at Webster
University "Cinco de Mayo in the Latino/a Imaginary" USDA Farm
Service Agency 2013 Cinco de Mayo Awareness Celebration

2009-2011 Northwest Vista Community College, The Second Annual Trinidad Sanchez Jr. Poetry and Art Festival Member of the committee organizing Sandra Cisneros's 25th anniversary celebration of Mango Street
Organized UTSA event for the Sandra Cisneros's 25th anniversary celebration of Mango Street—Northwest Vista Community College and UTSA students

#### Editor/Consultant/Nominator

1995-Present Book series editor, Texas A&M University Press		
2012-13	Book series editor, Palgrave Macmillan	
2011	Neustadt Literary Prize Juror, University of Oklahoma	
2010	Nominated Veronica Castillo, NEA Heritage Award	
	Nominated Norma Alarcón, NACCS Scholar of the Year	
2009	Consultant for the Smithsonian Institution Museum of American	
	History. Attended meetings and set up itinerary and hosted two	
	curators for a week in February.	

Read various manuscripts for MELUS, University of Arizona Press and University of Nebraska Press, Texas A&M University Press, Western Folklore, journal

Member of the Editorial Board, Chicana/Latina Studies: the Journal of the Mujeres Activas en Letras y Cambio Social

Nominated Enrique Rendon, NEA Nominated Macondo participants Nominated Emmy Perez, poet, who received the Cisneros del

Moral award Judge, National Association of Chicana and Chicano Studies--Tejas Foco Book Award

#### 2003-2008

Member of the Editorial Board, Chicana/Latina Studies: the Journal of the Mujeres Activas en Letras y Cambio Social

Reader for a number of presses including: U of Arizona Press, U of Oklahoma Press, Texas A&M University Press

#### 2004-2005

One of 7 Senior Editors for the multi-volume Oxford Encyclopedia of Latinas and Latinos in the United States (2005)

One of 10 Senior Editors of Women's Folklore and Folklife: An Encylopedia of Beliefs, Customs, Tales, Music, and Art. Liz Locke and Theresa A. Vaughan, eds. 2006.

Editor, Rio Grande/Rio Bravo: Borderlands Culture and Traditions Series, Texas A&M University Press,

Reviewer for a number of refereed journals: Frontiers, Latino Studies, and the Journal of Chicana/Latina Studies

Reader for a number of university presses including the University of Arizona Press, and University of Texas Press, University of Oklahoma Press, Duke University Press

Nominated the winning poet for the Cisneros del Moral Award (2004)

#### 2003

University of Arizona Press, University of Illinois Press, Oxford University Press, University of New Mexico Press; Chicana/Latina Studies Journal; Duke University Press, Editor, Rio Grande/Rio Bravo: Borderlands Culture and Traditions Series, Texas A&M University Press, and reader for a number of journals. Read for NEA, Creative Writing Fellowships in Prose, August, 1999 and served on a Panel for NEA, June 1999.

Since 1990, I have served as a reviewer for a number of presses. I have also been a judge for various literary awards including Sandra Cisneros' Cisneros del Moral Award and the Montana Arts Council fiction award, and in 2011, The Neustadt International Literary Award.

Appointments/Offices Held:

2011	Advisory Board, Diálogo, Journal for the Center for Latino Studies, DePaul University	
2009		ra Laboris, UDEM
2009		ni Ink Board Member
2008		nal Endowment for the Arts, Panel Review Member
2000		ni Ink Board, member
2007		nal Endowment for the Arts, Panel Review Member
2001		ni Ink Board member
2005		nal Endowment for the Arts, Panel Review Member
	2007	·
		Humanities Texas, board member;
	2001	Secretary—2004-2005
2003-	2004	Chair Elect, National Association of Chicano and Chicana Studies
	2002	Board Member, American Folklore Society
	2000	Rio Bravo Association, President
	2000	MLA Chicano Literature Discussion Group
1997-		MLAChair Chicano Literature Discussion Group
1999-		MLAEthnic Literatures
		003 and Chair 2004
	2002	
		Vice Chair
	Chair	of the 2000 conference committee
1996-	2005	Board Member, Mexican American Cultural Center, San Antonio,
TX.		
1998-	2006	Board Member, Library of Congress, American Folklife Center.
1998		Panel Member the National Endowment for the Arts,
Wash	ington,	D.C
1998-	2000	Member of the Advisory Committee of MALCS
1992-	95	Member of the editorial board of MALCS.
1992-	94	Editorial Board, Modern Languages Association Commission on the
Litera	tures a	nd Languages of America.
1990-	92	American Association of University Women-local treasurer.
		Texas Joint Council of Teachers of English (TCTE)
		1983 District I & II Program Chair
		1983 General Chair, districts I & II
		1988 Program Chair, districts I & II
		1989 General Chair, districts I & II
1987-		Member of Texas Committee for the Humanities.
1987-	89	MLA Commission on the Languages and Literatures of America
1988		TCTE Publications Committee
1987		Nominations Committee
1987		Texas Committee on Higher Education, Member of TASP Content
4000		Advisory Com
1989		Federation of State Humanities Councils, Conference Planning
		Committee.

1991 Council for Women in Higher Education, Texas Higher Education

Coordinating Board.

1992 Institutional Representative to the Council for Women in Higher

Education, Texas Higher Education Coordinating Board.

1992-93 Faculty Representative on the Formula Funding Committee of the

Texas Higher Education Coordinating Board.

1987-88 Faculty Senate, Secretary.1988 Faculty Senate, President.

## Languages:

Spanish: speaking, writing, reading native fluency

Italian and French: reading

## **Professional Organizations**

American Association of University Women

American Folklore Society

American Studies Association

Association of Associated Writing Programs

CantoMundo: Latin@ Poetry Organization, Coordinating Committee and founder (2007-Present)

Latin American Studies Association

Macondo Writers Workshop Studies (Regional and National)

Modern Languages Association

Mujeres Activas en Letras y Cambio Social

National Association of Chicana/Chicano

National Women's Studies Association

Society for the Study of Gloria Anzaldúa, Executive Director and founder (2007-Present)

South Central Modern Languages Association

Western Literature Association

## Community Organizations and Experience

2013 Latino Writers Collective

2011 MALCS-San Antonio, Organizer/Program Committee
 2010 MALCS-San Antonio, Organizer/Program Committee

Arts Magnet School, talk to two groups of high school students

September

MALCS-San Antonio, Program Committee; Presentation on Fiestas de diciembre, December

Martin High School Awards, Laredo Independent School District, invocation. November

2008 MALCS-San Antonio, Program Committee; Presentation on

language

2007 4 Public School Readings

2004 Deputized Voter Registrar for Bexar County

2004 Trainer for Esperanza Peace and Justice Center/West Side Cultural

Survey

Valenzuela Books, readings and Day of the Dead Celebration

2002-2004 Public Library Bilingual Reading Program

2000-present Literacy Volunteers of America - Laredo, TX, Advisory

Committee

1996- present Mexican American Cultural Center, Board 1990-2000 Friends of the Laredo Public Library.

1994-95 Network of Educators for the Americas(NECA), advisor,

writing workshop leader.

1990-93,1996 Indigenous Women's Network.

1989-93 Sin Fronteras Cultural Arts Group, member.

1986-88 Literacy Volunteers of America - Laredo, Texas, President Literacy Volunteers of America - Laredo, Texas, Founder,

Board Member, tutor & trainer

1990-91 Laredo Public Library - Board Member
 1990-92 Laredo Public Library - Vice President
 1983-84 Laredo Philosophical Society, President

Organized lecture series, "La Mujer: Then and Now."

1982-2000 Las Mujeres, charter member, organized Primavera

Conferences for National Women's History Month

1982-2000 Worked on various community events for the WHM and

Primavera activities

1986-88 Laredo Junior College Women's Center, Member Board of

Advisors.

1984-88 Amnesty International, co-chair organized local chapter.

Co-Chair:

National Task Force, member

1976-78 Producer, moderator--Fiesta Latina, weekly public service

radio program on KRNU

1976-79 Director--Teatro Chicano/a under sponsorship of Mexican

American Student Association, University of Nebraska.

Translator: Development Center for Hispanic Affairs (El Centro), Lincoln Legal Services of Southeast Nebraska

Podcasts/UTube/Radio, etc

2014 Consultant and [featured -?-], Las Marthas documentary

????

http://cds.aas.duke.edu/events/engagingdocumentary.html#cantu

???? http://www.gran-via.it/scheda.php?id=26

2011 http://www.canal.uned.es/mmobj/index/id/9913

http://www.canal.uned.es/mmobj/index/id/4484

http://www.canal.uned.es/mmobj/index/id/3669

2010 http://www.youtube.com/watch?v=8AEzAsGsJDQ (Laredo Public Library) http://www.youtube.com/watch?v=Zh0Li0hLszc (Casa de la Cultura, Monterrey,

NL)2008 http://www.youtube.com/watch?v=4DGQks2Uwvc ( UCSC Guestbook)

#### References:

María Herrera Sobek, University of California, Santa Barbara (maria.sobek@evc.ucsb.edu), Vice Chancellor

Diana Rebolledo, University of New Mexico (dreb@unm.edu),former Chair Dept. of Spanish and Portuguese

Amelia Montes, University of Nebraska, Lincoln (laroja45@earthlink.net), Director of Ethnic Studies

Charles Tatum, University of Arizona, Tucson (tatum@email.arizona.edu), former Dean of Arts & Sciences

# Exhibit B.2-2 Board Member Request for Information/CV Dr. Elvia Niebla

## **Biographical Statement**

Dr. Niebla received an associate of arts degree from Fullerton Junior College in 1965 and a BS in zoology and chemistry from the University of Arizona in 1967. She taught special education in California for three years before returning to the University of Arizona, where she received a PhD in soil chemistry in 1979. Dr. Niebla took a job at the Western Archaeological Center, where she worked on maintaining historic adobe buildings and ecosystems in national parks. In 1984, Dr. Niebla joined the Environmental Protection Agency (EPA) and wrote regulations on the use of sludge made from decomposed garbage on agricultural land. In 1989, Dr. Niebla became national coordinator for global change research in the Forest Service, a division of the U.S. Department of Agriculture. She managed the science research program on global change in forests in Washington, D.C.

## **Request for Information from Prospective Charter School Board Members**

- I. Background
- 1. Describe your educational and employment history. You may complete this item by attaching a resume.

Response: See resume attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Response: I affirm that I will be and am older than 18 years of age as of January 1 of the year in which the proposed charter schools would open.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Response: I was made aware of the charter school effort and the board member opportunity by Nicole King.

4. Explain why you would like to serve on the board.

Response: My interest in serving on the board reflects my passion and experience in education. It also is an opportunity to provide meaningful service to help the educational opportunities for children in the KC Metro.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so,

describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

Response: While I have not served on any charter school boards, I have been an officer of a professional organization, the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and I feel that serving as a charter school director is an important role as I will be able to help establish a charter school for a community that I care about.

6. What is your understanding of the appropriate role of a public charter school board member?

Response: My understanding is that board members provide oversight and support to the executive director, school personnel, and families served in accordance with the mission and charter of the school. The role also involves advocating for and being an ambassador of the educational effort. There also is an obligation to attend to the ongoing financial health of the school.

7. What relevant knowledge and experience will you bring to the board?

Response: I have considerable knowledge and experience in education; I have a Masters Degree in Education as well as a PhD in Soil Chemistry. I taught for several years in the public schools and then worked as an adjunct professor in teacher preparation for science elementary teachers.

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?

Response: First, in the first year, I expect the school to be firmly grounded on the foundations of the educational mission – student diversity, academic rigor and community engagement--to be evident with a relative degree of measureable (quantitative and qualitative) progress. Subsequently, in about four years, I expect the continuation of a focus on the educational mission that will result in enrollment growth. I also expect that there will be substantive and measureable progress that meets or exceeds academic standards reflected in student achievement. Furthermore, I expect that there will be high satisfaction among the families being served and the staff providing the education.

- II. Educational Philosophy
- 9. What is your understanding of the school's mission and/or philosophy?

Response: Based on the school's stated mission and philosophy (to involve excellence in public education with an emphasis on understanding and connections within a diverse community) I would understand it to be one of helping children become intellectually competent, authentic and compassionate individuals that are able to function effectively in an increasingly pluralistic and democratic society.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Response: I am familiar with the school's proposed STEAM, project-based learning educational program; I would describe the educational program as being student-centered and having an individualized learning emphasis integrated with a variety of instructional approaches undergirded by a constructivist theoretical framework.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

Response: An essential characteristic of a successful school is a pedagogy that is socially relevant, and that respects diverse funds of knowledge as well as ways of learning. Key elements to a successful school include an excellent educational staff and a socially relevant curriculum. Moreover, essential elements for success include ample resources (physical facilities, technology, and staff and transparency in all interactions and an adherence to the stated mission and core values of the school.

- II. Conflict of Interest Disclosure
- 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.

Response: Yes. Prof. Norma Cantú is also a prospective board member.

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.

Response: I do not have a pre-existing relationship with any people already identified as prospective school 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. Response: I do not know anyone that 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.

Response: There are no existing relationships with any of the educational service provider personnel.

16. (If the school does not intend to partner with an educational service provider, write "N/A").

Response: N/A

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?

Response: I do not have any direct or indirect ownership, employment, contractual or management interest in the educational service provider.

18. (If the school does not intend to partner with an educational service provider, write "N/A").

Response:

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.

Response: I do not anticipate conducting any business with the educational service provider, the school, or both.

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.

Response: I am not aware of or expect any conflicts of interest during the tenure of my board service.

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).

Response: My approach would be to handle a self-dealing issue by addressing it through adherence to the processes and procedures governing the board.

## Elvia E. Niebla

25026 White Creek San Antonio, TX 78255 210-326-9721

elvianiebla@aol.com

#### Education

Ph.D. University of Arizona, 1979

Soil Chemistry Dissertation: Carbon Dioxide and Ph Relation during the Drying

Cycle of Calcareous Soils

MS in Business Administration University of Northern Colorado, 1985

MS in Education, University of Arizona 1968

BS University of Arizona, 1967

Majors: Zoology, Chemistry, Mathematics and Physics

#### **Honors and Awards**

Inter-Personnel Agreement (IPA) recipient 2003-2005

**Brookings Institute Congressional Fellow 2000** 

Senior Executive Service Fellow 1995

Harvard Kennedy School of Government Senior Executive Fellow 1991

Certificates of Appreciation and Merit Awards, USDA Forest Service, 1990-2005

Bronze Metal for Commendable Service, EPA, 1989

Special Achievement Awards, EPA and Forest Service

Special Achievement Awards to the Community, Federal Executive Association of Arizona

Hispanic Employment Managers of the Year 1984

Certificate of Appreciation, Federal Women's Program, Tucson, AZ

Graduate Research and Teaching Fellowships, 1970s

Special Education Graduate Fellowship, 1968

Undergraduate Scholastic Honors Award, 1965-67

#### **Employment**

**Adjunct Professor**, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio, spring 2010

Duties: Teach undergraduate course: Advanced Physical Science Lab

**Visiting Professor**, worked as Assistant to the Dean of the College of Science and Technology Texas A&M University, Corpus Christi, 2004-2005

Duties: On an IPA from the Forest Service, I assisted the Dean and faculty in the college to write grants. I participated on a total of \$2 million dollars worth of various grants during my tenure at TAMUCC.

**Visiting Scientist**, Hispanic Research Center, University of Texas, San Antonio, 2003-2004

Duties: I worked with the Director and with associated faculty to identify potential grants. I personally wrote and guided a National Science Foundation grant that brought together

College junior and senior Chicana science students from South Texas and Chicana working scientists from across the country. The work on the grant and on the conference culminated in the publication of a book, *Paths to Discovery: Autobiographies from Chicanas with Careers in Science, Mathematics, and Engineering (2008).* 

National Coordinator for Global Change Research, U.S. Forest Service, 1989-2005 Duties: Until my retirement from this position, I was responsible for all management, program coordination and oversight of the F.S. Global Change Research Program (FSGCRP). As a science program administrator for the Forest Service I led the management team in planning, implementing and evaluating the research program; I coordinated with other departmental agencies such as Agriculture Research Service, Economics Research Service and Natural Resources Conservation Service to produce a Departmental Research Plan on global change. Nationally, I worked with the member agencies of the U.S. Global Change Research Program (USGCRP) such as NASA, NOAA, NSF, etc. to integrate various programs into a national effort, and it is this effort that becomes the foundation for the nation's international policy. The USGCRP contributed to the Annual Report of the International Panel on Climate Change, the organization that recently shared the Nobel Prize with Al Gore.

**Soil Scientist**. Environmental Protection Agency 1984-1989

Duties: For five years I worked and developed the science for the regulations of sludge applied to land. I contributed and selected research that traced 13 elements through 10 Paths in the environment. This was a continuation of work I had done as a Research Associate at the University of Arizona.

**Program Director, Assistant Professor**, Western Archeological Center, U.S. National Park Service, 1979-1984.

Duties: Managed the research program of the soils laboratory and the research program of archeological sites of the Western Region of the National Park Service. In this position I was also an adjunct professor of the Soil, Water and Engineering Department of the University of Arizona. At the U of A I taught several courses in the Department and advised graduate students.

**Research Associate**, Soils, Water and Engineering Department, University of Arizona, 1972-1979.

Duties: Worked in the soils lab with professors on major project in a multi-million dollar grant with EPA that investigated the attenuation potential of soils for toxic elements. As a Graduate student I taught soils courses and co-wrote a manual for the soils laboratory course.

#### **Publications**

1975

N.E. Korte, J. Skopp, E.E. Niebla, and W. H. Fuller "The baseline study on trace metal elution from diverse soil types. *Water, Air and Soil Pollution*. 5: 149-156.

1976

N.E. Korte, E.E. Niebla, and W. H. Fuller. "The use of carbon dioxide in sampling and preserving natural leachates. *Journal of Water Pollution Cont. Fed.* Vol. 48, No. 5 959-961

- E. E. Niebla, N.E. Korte, B.A. Alesil, and W. H. Fuller, "Contributions of the soil to the migration of certain common trace elements." *Soil Science* 121: 76-85.
- N.E. Korte, J. Skopp, W. H. Fuller, E.E. Niebla, and B. A. Alesil. "Effect of municipal landfill leachate on mercury movement through soil." *Water, Air and Soil* 3.
- N.E. Korte, W. H. Fuller, E.E. Niebla, J. Skopp, and B. A. Alesil. "Trace element movement in soils:Influence of soil physical and chemical properties." *Soil Science*.
- W. H. Fuller, Coleen McCarthy, B. A. Alesil, and E.E. Niebla. "Liners for disposal sites to retard migration of pollutants." In *Hazardous Waste Research Symposium: Residual Management by Land Disposal Joint Symposium Soil , Water and Engineering.* U of AZ and U.S. EPA, Cincinnati OH: 45268.
- N.E. Korte, J. Skopp, W. H. Fuller, E.E. Niebla, J. Scopp, and B. A. Alesil. "Trace element migration in soils: desorption of attenuated ions and effects of solution flux." In *Hazardous Waste Research Symposium: Residual Management by Land Disposal Joint Symposium Soil*, *Water and Engineering*. U of AZ and U.S. EPA, Cincinnati OH: 45268.

#### 1977

D. Post, A. Fitch, E. Niebla, C. McKown. *Soils Laboratory Manual.* Tucson, AZ: Univ. of AZ, College of Agriculture

#### 1981

National Park Service Publications:

- E. Niebla and G. Carter, Research Proposal on Test Walls at Chaco Canyon National Monument, Tucson,
- D. Fenn and E. Niebla. *Mud Plaster Preservation Research-Bent's Old Fort National Historic Site*, Tucson, AZ.

#### 1988

Information Collection Request for: Monitoring, Reporting and Record Keeping Requirements for the Technical Regulations for Sewage Sludge Disposal. Washington, DC: Environmental Protection Agency Technical Support Document: Land Application Sewage Sludge. Washington, DC: Environmental Protection Agency

#### 1990

Global Change Research Program, Washington, DC: USDA National Forest Service Publications. Various government reports during 1990-2003

#### 2008

"The Education of a Chicana Scientist," in *Paths to Discovery: Autobiographies from Chicanas with Careers in Science, Mathematics, and Engineering.* Los Angeles, CA: UCLA Chicano Studies Research Center.

#### **Professional Presentations and Service**

Presented seminars on research work from organization such as the National Science foundation, National Bureau of Standards, Women in Science and Engineering (WISE), Board of Regents of the University of Arizona, and the Southwest Institute for Research on Women, as well as National and International Conferences.

Conducted professional seminars for Soils, Water and Engineering Department at University of Arizona, Soil Society Agronomy meetings, American Association of Museums Western Regional Conference, Soils Department at Michigan State University, Oak Ridge National Laboratory.

Served as Vice-President of the Interagency Council of the Federal Women's Network Program

As Hispanic Employment Program Coordinator, co-hosted National Park Service Western Region Miniconference at Western Archeological and Conservation Center.

Served as diversity member of the Forest Service National Leadership Council for a term of three years.

Represented departmental issues in the US National Global Change Process Research Work group

Served as member of the Advisory Board for Senators in the Senate Task Force for Hispanic Concerns.

Sponsored and co-chaired conferences relating to Global Change at local, state, national and international levels.

On a regular basis, conducted briefings on the FS Global Change Research Program for congressional staffers, other government agencies, universities, research institutes and international meetings.

### Membership in Professional Organizations

American Association for the Advancement of Science (AAAS) Society for the Advancement of Chicano and Native Americans in the Sciences (SACNAS)

National Association of Chicana and Chicano Studies (NACCS) Mujeres Activas en Letras y Cambio Social (MALCS)

#### Languages

English, reading and speaking fluency Spanish, reading and speaking fluency French. 2 years of college coursework

# Exhibit B.2-3 Board Member Request for Information/CV Ms. Laura Gallegos

## **Biographical Statement**

Laura Gallegos has been a leader in the community for almost 6 years. During this time she has worked for a non-profit organization, Samuel Rodgers Health Center serving the Hispanic community, coordinating events and health fairs to help to prevent chronic diseases like diabetes, cholesterol, blood pressure and glaucoma. She assists the Northeast community by providing informational outreach with medical insurance to children under 18 years old. Ms. Gallegos's partnerships with different organization in the Kansas City area and Kansas City, Kansas include Guadalupe Center, Mattie Rhodes, Bishop Sullivan, El Centro Inc, Heart to Heart, Health Care USA, Molina, Missouri Care, Blue Cross Blue Shield, Mexican Consulate, and Head Start of Kansas City, Missouri.

Ms. Gallegos was a teacher in Mexico for 3 years, teaching Computer Technology courses to middle school students and English language classes to kindergarten students.

## Request for Information from Prospective Charter School Board Members

- I. Background
- 1) Describe your educational and employment history. You may complete this item by attaching a CV or resume.
- A. See attached curriculum vita.
- 2) If true, please affirm that you will be at least 18 years old by January 1 of the year in which the proposed charter school would open.
- A. Yes, I will be at least 18 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?
- A. I served as a board member at Scuola Vita Nuova Charter School for two years while my son attended school. He is now in college and my term ended as a board member. The planning team for Northeast Academy of Arts and Technology contacted me and invited me to participate in this board.

4) Explain why you would like to serve on the board.

A. I live in the Northeast area in Kansas City; I know the necessity of having a quality school/education for our students. I would love to be part of this board so I can help and support the students and parents of this school and be able to provide oversight and governance around policies that impact teaching and the learning of students.

5) Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

A. Yes, Scuola Vita Nuova. Charter School for two years as a board member.

6) What is your understanding of the appropriate role of a public charter school board member?

A. A public charter school board is the governing body and each board member should play a role in the hiring and evaluating the Executive Director and should help set the strategic vision for student achievement and to develop policies and financial oversight that will provide guidance for the members of the charter school in order to assure that each child receives a superior educational experience in a great environment.

7) What relevant knowledge and experience will you bring to the board?

A. I was a teacher in Mexico for middle school students and I am a mother of a 15 year old. I know what parents are struggling with daily in supporting their children- superior education with high academic standards, emotional stability and self- confidence to allow students to aspire to their dreams and potential-a quality school with professional teachers and good environmental can provide all of this. I want to bring my knowledge and guidance to this endeavor.

8) Assuming the school is successful, what is your image of how the school will look towards the end of the first year? What will it be like after four years?

A. At the end of the first year, we would like to see good grades in our students, be accomplished with all the subjects and activities that the school provides and also have all the teachers and students on the same page, working to have a successal future.

## II. Educational Philosophy

- 9) What is your understanding of the school's mission and/or philosophy?
- A. Northeast Academy of Arts and Technology's mission is to become the highest-performing non-selective charter school in Kansas City, Missouri. Our goal is to prepare all students for success in high school, as well as facilitate student development into community leaders. NEAT will do that through high expectations, rigorous curriculum and STEAM-based, best practices.
- 10) Are you familiar with the school's proposed educational program? How would you describe it?
- A. Yes, I really like the concept to have small class sizes and be able to have K to grade 8. That will help many parents to be able to go to work and/or go to school without worry about their children; also all siblings will be in one school.
- 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?
- A. The characteristics of a successful school are a clearly articulated vision, a climate of high standards, highly qualified, well-trained instructors who are held accountable, positive home-school relations, safe and orderly environment, and an engaged Board who holds true to the mission and vision of the school. The Board will need to recruit, support, and evaluate the Executive Director.

The Board will be responsible for ensuring adequate resources and managing them effectively. Clear and consistent communication with the surrounding community regarding its' mission, accomplishments, and goals will help raise awareness of the charter school.

#### III. Conflict of Interest Disclosure

12) Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

#### A. No

13) Do you or your spouse have a pre-existing relationship with any people identified as prospective employees? If so, please indicate and describe the relationship.

## A. No

14) Do you or your spouse know anyone who plans to do business with the school? If so, please indicate and describe the relationship and the nature of the potential business.

#### A. No

15) If the school proposes to partner with an educational service provider, do you or your spouse know any of the employees, owners, or agents.

#### A. N/A

- 16) If the school does not intend to partner with an educational service provider, write "N/A"
- A. Please see above-N/A.
- 17) If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership or management interest?

#### A. N/A

- 18) If the school does not intend to partner with an educational service provider, write N/A.
- A. Please see above.
- 19) Do you anticipate conducting any business with educational service providers, the school or both? If so, describe the potential relationship.
- A. N/A. Please see above.
- 20). Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

#### A. No

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self - dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family.

I would follow the guidelines of the Conflicts of Interest Policy and make the Board President of the school aware of the situation.

## Laura L. Gallegos 616 Cypress Ave. Kansas City, MO 64124 Home: 816 231-1567 Cell: 816 838-4132

Igallegos@rodgershealth.org

\_\_\_\_\_\_

\_\_\_\_\_

## Patient Care Coordinator, Patient Service Representative, Outreach Coordinator, Customer Service Representative, Interpreter and C.N.A.

## **Objectives:**

- Finsure all inquiries and correspondence to and from the department receive a high level of service and attention. Facilitate answers to questions, and ensure that all inquiries are addressed with an appropriate sense of urgency and direction at all times.
- Effectively manage confidential information, and ensure that such information is communicated and/or maintained in an appropriate and professional manner at all times.
- Ensure the development and cultivation of favorable relationships throughout the organization. Establish a network of internal and external resources which allows for expedient resolution of problems and questions.
- Function as a resource to patients. Facilitate answers to questions, and ensure that all inquiries are addressed with an appropriate sense of service, urgency and direction at all times.
- Uphold and consistently represent the values and mission of the SURHC organization at all times. Represent the SURHC organization in a highly professional manner at all times.
- Help to the community relations department to enlarge the Hispanic population into Samuel U. Rodgers Health Center.
- Service focused on attending to the community needs.
- Dependability, honesty, dedication and enthusiasm.
- Inform our patients about our services in their own language (Spanish), answer all the questions about the center and offer an excellent customer service for our patients.
- Enroll applicants for MO Health Net
- Quality care for our patients.

## **Experience/Employment:**

08/2005 – present Samuel U. Rodgers Health Center

#### **Patient Care Coordinator**

The Care Coordinators will serve as liaisons to bridge the cultural gap and help eliminate health care barriers to Jackson County residents and Health Center patients. The Care Coordinators will assist new and return patients to navigate the health care system and secure the resources patients need to achieve healthy outcomes. They will respond to general health inquiries; schedule appointments; send reminders; arrange transportation; provide interpretative or translation services as needed; provide clients with a clear explanation and assist with the completion of Medicaid and Medicare applications in their preferred language; and assist patients with Health Center forms. The Care Coordinators will coordinate medical and dental services with daycare centers, schools, and assist the Chronic Disease Coordinator with Glaucoma screenings and health presentations at churches and community events. The Care Coordinators will be present at off-site locations within the community to provide pre-registration for clients who need to schedule an appointment for medical and dental services at the Health Center.

## **Key accomplishments:**

- Coordinate approved targeted screenings and wellness education
- Create and/or obtain bilingual educational materials
- Organize and distribute educational materials through community outreach
- Provide education and outreach contacts to high-risk, hard to reach populations
- Promote Health Center services and programs at community events
- Make outreach presentations to groups as assigned
- Assist with application process for State of Missouri's health insurance program, when needed
- Enroll eligible women for Breast and Cervical Cancer programs and other grant targeted programs
- Maintain reports, logs and other data information necessary for monthly report
- Responsible for compiling reports for screenings, diagnostic results and treatment plans for the Breast Health program to submit to the Director.

Supervisor:
Nina Howard
Community Relations Director
816 889-4643

**Patient Service Representative** 

The Patient Services Representative is responsible for ensuring that patient issues are addressed and resolved in a professional and timely manner; schedules patient transportation; will also be a referral resource for emergency housing, food and utility assistance; will be the primary contact to enroll Medicaid applicants and interviews patients daily to assess levels of satisfaction with SURHC and to keep the channels of communication open between the health center staff and the patients.

## **Key accomplishments:**

- Meet and greet all visitors and inquires in a highly professional and pleasant manner
- Prepare reports, letters and other documents in a timely manner
- Utilize all office equipment, telephones, fax machines, computers on a regular basis
- Basic math skills and the ability to generate and interpret reports
- Ability to assess a situation and respond appropriately (conflict resolution)
- Ability to sit for prolonged periods on a regular basis
- Ability to manage confidential information appropriately and professionally at all times
- Demonstrated ability to support and function in team environment

Supervisor: Holly Watkins Director, Center of Excellence 816 889-4606

#### **Outreach Coordinator**

Outreach Coordinator is responsible for coordinate all activities for outreach workers as outlined in program work plans; assist the Community Relations Director and Outreach Nurse Health Educator in developing various activities within the targeted population. The outreach coordinator will be responsible for conducting outreach for the Breast and Cervical Cancer program and follow up to complete diagnosis for the State of Missouri. Ideal candidate must be efficient and possess strong organizational skills. Specific skill sets needed will include, but not limited to, the following: Serve as the primary liaison to the Director of Community Relations to expand outreach activities and access points, coordinate special outreach projects, provide oversight on all grant sponsored outreach programs, prepare monthly reports with an emphasis on outcomes analysis, provide internal and external customer support, referring those needing assistance to the Patient Service Representative.

## **Key accomplishments:**

- Coordinate approved targeted screenings and wellness education
- Create and/or obtain bilingual educational materials
- Organize and distribute educational materials through community outreach
- Provide education and outreach contacts to high-risk, hard to reach populations
- Promote Health Center services and programs at community events
- Make outreach presentations to groups as assigned
- Assist with application process for State of Missouri's health insurance program, when needed
- Enroll eligible women for Breast and Cervical Cancer programs and other grant targeted programs
- Maintain reports, logs and other data information necessary for monthly report
- Responsible for compiling reports for screenings, diagnostic results and treatment plans for the Breast Health program to submit to the Director.
- Locate and contact residents for the purpose of facilitating access to medical and health services.
- Provide educational materials (on-site and within the community) about benefits and eligibility requirements for health care programs and services.
- Identify persons or patients who are in need of accessing health care. Assist them in the registration process and assure its completion.
- Develop monthly community and Health Center enrollment access points for outreach workers
- Process monthly program reports by the 10<sup>th</sup> of each month to the Community Relations Director on all outreach activities and patient data outcomes submitted by outreach personnel.
- Attend off-site meetings and special community events when applicable.
- Maintains confidentiality in keeping with HIPAA.
- Perform other related duties as necessary.

Supervisor:
Nina Howard
Community Relations Director
816 889-4643

## **Customer Service Representative / Interpreter**

Offer an excellent customer service to our patients, check in, register patients, make appointments and offer our services to the community, also interpreting and translating from English to Spanish and Spanish to English.

## **Key accomplishments:**

- Translate and facilitate verbal and writing communications through the center in the Spanish language.
- Assist in the development translation in health education material, bulletin, signs, flyer, forms, etc for the Health Center in Spanish language.
- Greet, register or recertify patient I a professional, accurate and timely manner.
- Records patient information.
- Direct patient and visitor to appropriate location with in the center.
- Request patient's chart for units.
- Answer patient's questions receipt of healthcare at the center, special events and services.

## Supervisor: Sharron Mayberry 816 889-4724

## **Certified Nursing Assistant, C.N.A.**

- Providing a safe environment for the resident or patient.
- Meeting the resident's physical needs.
- Meeting the resident's Psycho social needs.
- Fulfilling responsibilities to employer.

12/2003- 09/2005 Beverly Health Care Services, Inc.

08/2004-09/2005

Glennon Place 120 N. Hardesty Ave. Kansas City. MO 64123

Supervisor:

## Sunny Foster, R.N. 816 241-2020

12/2003-08/2004 London House

678 Second St. West Sonoma, CA. 95476

Supervisor:

Annie Benefield, R.N. (707) 938-1096

Education/Academics

1985-1988	High School (Mexico)
1993-1999	Science Computers (Mexico)
2003-2004	English like a Second Language (CA)
2003-2003	Certified Nursing Assistant (C.N.A)
2005-2005	Medical Interpreters (Kansas City, MO)

## Exhibit B.2-4 Board Member Request for Information/CV

#### Ms. Pamela Dale

## **Biographical Statement**

Pam is the Membership Manager focused on Recruiting and Mission Delivery for Girl Scouts of Northeast Kansas and Northwest Missouri. As part of the largest organization for girls in the world, Pam works to build girls of courage, confidence and character, who make the world a better place. She supports the development of programming and activities in science and technology, business and economic literacy, and outdoor and environmental awareness. Pam has worked in the non-profit sector for over 10 years in a variety of fields including social services, resource specialist, community outreach support, program organizer, and public relations within urban communities. She prides herself in establishing and maintaining effective working relationships with volunteers and community organizations. She has worked as a Property and Leasing Manager focused on analysis of real estate property, tax reports and lease agreements. While working as Eastern Jackson County Outreach Supervisor, Pam provided oversight for \$268,000 in operating budget, as well as, distribution of Low Income Heating Energy Assistance grants totaling \$680,000. Pam brings considerable knowledge and experience with community resources including civic, social and educational organizations.

## **Request for Information from Prospective Charter School Board Members**

## Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Resume/CV attached.

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

Yes.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Ms. King and I had worked together at Operation Breakthrough to establish a Girl Scout Troop for 30 girls and she informed me of this board member opportunity.

4. Explain why you would love to serve on the board.

I believe Kansas City would benefit from additional educational opportunities for K-8 students that provide children with an excellent education, especially in neighborhoods where there are few opportunities. I believe that with my background and experience I would support the board in the development of a STEAM school. I can offer experience in community outreach, real-estate, grant management, social services support, after-school programs and extended learning opportunities.

5. Have you previously served on a board of a school district or a not- for- profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No. However, I believe my experience with community outreach, grant management and extended learning opportunities would be valuable and allow me to have a positive influence on the growth of a high performing public school.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of the board is to provide governance and planning (such as adopting and monitoring policies and plans), fiduciary oversight (such as monitoring and approving budgets and insurance), and evaluating the school leadership. I also believe a key role for board members is community outreach.

7. What relevant knowledge and experience will you bring to the board?

I will bring some experience in fund development, mainly through grant-seeking, and writing, board recruitment, and community outreach. My major strength is urban community development and public relations. I currently collaborate with greater Kansas City, Missouri organizations to support and develop out-of-school programs for Girl Scouts. In general, I focus on services that seek to positively impact children.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

After one year, students and families will be excited to be a part of the NEAT school community. They will regularly attend school events, there will be a strong and positive identity associated with being a member of the northeast community. Neighborhood organizations will be actively involved and support will support the school and its' students. Within the school, the teachers and staff will be united in supporting a STEAM culture and curriculum. There will be a strong presence of accountability and academic progress. Enrollment targets will be

met and NEAT exhibits strong school leadership and values ongoing teacher development.

## **Educational Philosophy**

9. What is your understanding of the school's mission and/or philosophy?

The mission of NEAT is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community. NEAT believes that all students, regardless of background, can reach their full potential. NEAT will implement a STEAM (science, technology, engineering, arts, and mathematics) curriculum, with a specific focus on project-based learning.

10. Are you familiar with the school's proposed educational program? How would you describe it?

Yes. NEAT will build interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. NEAT will create classrooms in which students can build the skills they need to participate in high school and in their lives. We will structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develops conceptual understanding and self-knowledge.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

A successful school is one that is not only performing well on paper, but where students and parents are comfortable and feel connected to the community. The board will work hard to ensure academic achievement goals are met, but also that the community surrounding the school is engaged. Specifically, the board will review and analyze data regarding student performance and will participate in community feedback sessions to understand the concerns of parents and students that it should be addressing. The board will work closely with the Executive Director to identify opportunities for improvement in its formative years to establish a school culture that reflects NEAT's diverse community.

#### **Conflict of Interest Disclosure**

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

No.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Yes. In 2014, I worked professionally with Nicole King a few times in the process of establishing Girl Scouts at Operation Breakthrough, since then, I have had no other prior relationship as it relates to board membership.

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.

N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a director indirect ownership, employment, contractual or management interest in the educational service provider?

No.

- 17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
- No. If NEAT intends to provide Girl Scouts on-site for students, other members of the Girl Scout organization will provide coordination of services.
- 18. 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.

19. 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 issue directly by requesting that the board discuss the transactions involved in the self-dealing. I would advise the board to obtain the advice of legal counsel. I would move that the person be removed from the board, if situation cannot be resolved and terminated.

# Pamela J. Dale

11824 Newton Ave Kansas City Mo. 64134

Hm. 816-921.5717 Mobile 816-799-9944 email:pam.jdale@yahoo.com

## **SUMMARY OF QUALIFICATIONS:**

- · Goal-oriented individual with strong management and leadership capabilities
- Proven ability to work in a fast paced multi-tasked environment
- Good problem-solving and decision-making abilities
- Excellent communication and interpersonal skills
- Ability to establish and maintain effective working relationship with volunteers, employees, community organizations and general public
- · Commitment to success
- 13 years of supervisory experience
- Good administrative and management skills
- · Certified to facilitate Building Strong Families Curriculum
- Life Skill Facilitator
- Poverty Simulation
- · Toastmasters Public Speaking Organizations

#### **CERTIFICATIONS/EDUCATION:**

•	Theo Pro 2009	Property Management	Overland Park Ks.
•	University Of Missouri Extension 2002-2004	Class Facilitator	Kansas City Mo.
•	Park University Mo. 1997-2001	Business Management	N. Kansas City
•	Penn Valley Community College 1996-1997	Business Management	Kansas City Mo.

#### PROFESSIONAL EXPERIENCE:

#### Girl Scouts of NE Kansas NW Missouri

Kansas City, MO Community Developer/Recruiter

11/04/2013-Present

- Recruit adult leaders to become Troop Leaders for grades K-5
- · Held recruitments events throughout Kansas City, metropolitan area
- Monitored Service Unit meetings
- Develop Girl Scout Troops
- Maintain and monitor troop activities
- · Develop partnerships with multiple community and school programs

## Trinity Village & Jessica Estates II Seniors Community

Grandview, MO/Raytown, MO

Property Manager/Leasing Manager

03/01/2009-10/28/2013

- Organized and recruited the subcontractors
- Acted as an investment and property evaluator for Trinity Village and Jessica Estates
- Negotiated and recognized lease agreements
- Provided periodical budgets relevant to each property
- Assisted attorneys and authorities in preparing property tax reports
- Analyzed various property related financial reports
- · Recruited, trained, and monitor the staff activity
- Managed properties
- Collected rental payments, deposits and, all past due fees from tenants on the 1<sup>st</sup> of each month
- Responsible for all financial deposits regards to tenants rental payments
- Hired and manage excellent security providers/watchmen to ensure complete and sound security
- Made notes of property and unit damage along with budget cost and man hours
- Visit the multiple corporations' on a regular basis to check updates on apartments policies
- · Managed all tenant complaints, concerns, questions and request on a daily basis
- Maintained an efficient operation of the property consistent with Loss Prevention and Corporate Office Policy
- Resolve all telephone inquiries, setting appointments, showing and renting units, processing the move-ins, setting up leases, executing renewals and handling move outs
- Responsible for making all cash deposits into business accounts
- Coordinate Social events within the Seniors Community Complex

## **United Services Community Action Agency**

Kansas City, MO

East Jackson County Outreach Supervisor

8/19/1997-03/09/2009

- Manage office staff of 4 workers and 1 AARP Volunteer
- Manage all Eastern Jackson County zip code territories
- Oversight of \$268,000.00 state funded budget
- Management and delivery of Low Income Heating Energy Assistance (LIHEAP) 680,000.00
- Advocate support
- Supervision of Special Projects:
  - Seasonal Events
  - Back to School Fairs
- Facilitate Agency Workshops
  - -Job Readiness Workshop:
  - -Life Skills Workshops:
- Employment Department Case Management/social work skills
- MACA certification for Community Action Poverty Simulation
- Fundraising & Development: in-kind donations, national food drives
- Community Partnerships: colleges, technical schools & elected officials
- Training Coordinator for work shops
- Worked with the urban core community speaking to students within the Jackson County School District

• Considerable knowledge of community resources including civic, social and educational organizations.

## Exhibit B.2-5 Certification of Background Checks

July 1, 2016

Missouri Department of Elementary and Secondary Education 205 Jefferson Street P.O. Box 480 Jefferson City, MO 65102

RE: Northeast Academy of Arts and Technology Background Checks

Family care registry safety and criminal background checks will be conducted for all members of the Northeast Academy of Arts and Technology Board of Directors pursuant to R.S.Mo 160.400.11. All results will be received by October, 2016. The members of the Board of Directors to be screened include:

Laura Gallegos Norma Cantu Elvia Niebla Pamela Dale

Results of family care registry safety and criminal background checks will be kept confidential and stored in a secure manner at the school location. These records will be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) and to Northeast Academy of Arts and Technology's sponsoring institution. All future board members, employees, and other individuals coming into regular contact with students will be subjected to criminal background and child abuse registry checks as stipulated in Missouri statute and the school's charter.

Attached: please find Elvia Niebla and Norma Cantu family care registry safety forms.

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## **B.3: Management and Operation**

The NEAT Executive Director will be responsible for the overall operations and outcomes of NEAT. NEAT is excited to introduce our founding Executive Director, Ms. Nicole King (see resume in Appendix B).

Since December 2013, she has been working on actions related to NEAT's launch, including meeting with families and deep involvement in the drafting of this application. From her October 1, 2016 full-time start date, Ms. King will launch and grow NEAT, utilizing a sophisticated understanding of managing and leading a student-centered, outcomes driven, diverse school organization. Below is a brief description of Nicole's background and experience.

In 2001, Ms. King became a principal at Gladstone Academy in Northeast, Kansas City Public Schools serving 580 students grades K-5. In 2003, Ms. King was appointed principal of Scuola Vita Nuova Charter School, overseeing instruction for 220 students in grades K-8 and growing the waiting list to over 200 students. She graduated from the University of Missouri-Kansas City and holds a Masters and Ph.D. in Urban Educational Administration (K-12) and a Missouri Superintendent's License (K-12). She has trained at Columbia University: The Reading and Writing Project-Teacher's College in Reader's and Writer's Workshop for over 8 years. Ms. King will create and maintain an organizational culture at NEAT that challenges and motivates our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live.

It will be the primary responsibility of the Executive Director to ensure the organization meets annual academic and financial goals. Additional operational responsibilities are outlined below:

- Manage the process to hire staff in the pre-opening year;
- Support and develop staffing structures, curriculum and instruction to align with NEAT's purpose, mission and core values;
- Report and communicate to the NEAT Board, communicate directly with the sponsor and DESE, on activities, organizational development progress, and student achievement;
- Build a culture of relentless self-improvement and adaptive leadership among the entire school;
- Ensure the implementation of the NEAT academic model and alignment of school-based academic programming;
- Oversee operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of any contracted service providers, and;
- Oversee and partner with legal support as appropriate
- Provide instructional leadership, coaching and support to teachers who are working with a diverse student body, drawing on best STEAM practices and methods that foster the proper amount of differentiation and

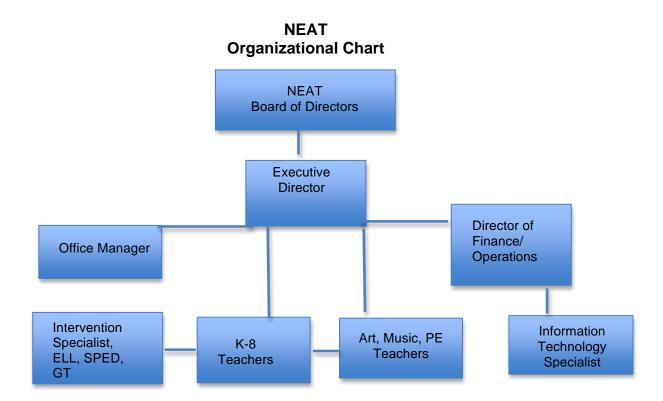
support to ensure all students are performing at high levels and developing as critical thinkers;

- Facilitate the use of a wide array of assessments described in A.3 Assessment, reflecting the educational philosophy of NEAT and preparing students to excel on statewide measures;
- Use multiple sources of data to develop a plan for the ongoing improvement of student achievement by overseeing the collection, analysis, and utilization of this data in relationship to specific students, teachers and curricula;
- Establish, support and supervise ongoing professional development plans and opportunities, including all summer professional development

## **Organizational Structure**

As presented in the Year One Organizational Chart provided in this application (see Appendix B), the NEAT Board serves as the primary governing authority over the school.

## Exhibit B.3



## **Position Descriptions for Core School Staff**

#### **Executive Director**

This position is responsible for directing the planning, implementation and evaluation of programming related to a STEAM education for students Grades K through 8 at NEAT. This position is responsible for (1) providing instructional leadership to staff including STEAM curriculum planning, review and implementation; (2) using data to progress monitor student performance and to inform instruction; (3) supervision of professional staff; (4) providing appropriate quality STEAM professional development opportunities for staff; (5) supervision of students; (6) creating and maintaining a school climate and culture that ensures the safety and welfare of students and staff; (7) serving as the liaison between the school and community and between the school's staff and the Governing Board.

## Key Job Responsibilities

- Leads the development and implementation of a rigorous and relevant STEAM integrated academic curriculum aligned with Missouri Learning Standards.
- Recruits, develops and supports an energetic, innovative, collaborative and committed teaching staff whose members work continuously to improve teaching quality and student learning.
- Supports continuous improvement of teaching staff through visibility, collaboration, engagement, innovative professional development, frequent shared analysis of multiple points of data, appropriate classroom observations, and clear communication with staff and partners.
- Invites participation and engagement with the school from parents, community members, and other key stakeholders through reports on school and student progress via letters, social media, public performances and demonstrations, newsletters, and other means.
- Assists in the preparation of the school budget by working with the HR/Finance Manager, staff, parents and the community to determine budget priorities. Networks with leaders of STEAM schools in other cities, and with the broader STEAM community.
- Maintains a safe and positive learning environment for students, coordinating and implementing student safety and disciplinary procedures in the regular school day as well as during school activities.
- Maintains knowledge of current educational issues and trends.
- · Recommends educational policies and procedures to the Board, and
- · Implements policies within the school.
- Oversees the collection, review and analysis of relevant student data and ensures its distribution to appropriate personnel.
- Reports academic progress to the Board.
- Manages and facilitates federal programs to ensure continuity with the overall academic program.

- Works with HR/Finance Manager to plan and monitor budget resources as it relates to the academic program.
- Provides leadership in the planning and implementation of professional development training (PDC).
- Works with and provides input to special program personnel (technology, library-media, SPED, ESL, Title I, etc.)

#### Qualifications

- Master's Degree or higher
- · Five years of administrative experience
- · Valid teaching certificate
- · Missouri principal certificate

## **Director of Finance/Operations**

This position serves as the Human Resource (HR)/Finance Manger and is responsible for leading and managing the personnel and finances for the school. Primary responsibilities includes providing operational and financial decision making and support across all departments within the organization as well as the development of organization-wide procedures and processes to ensure good stewardship of resources.

## Key Job Responsibilities

- Serves as NEAT's primary finance liaison with the Missouri Department of Elementary and Secondary Education (DESE) and sponsor.
- Works closely with the, Executive Director, the Board (BOD) and sponsor to set strategic staffing direction for NEAT
- Performs annual and monthly review and analysis of business operations; identification of business reasons underlying the results of operations.
- Works closely with Executive Director on setting annual target enrollments, as well as managing payroll and personnel files.
- Collaborates with Executive Director, Board Treasurer/Finance Committee to develop annual budget and monthly budget revisions.
- Performs balance sheet, cash flow and P&L account analyses, on a recurring and ad-hoc basis and prepares fund accounting based statements on a quarterly and annual basis.
- Prepares and submits the Annual Secretary of the Board Report for the State of Missouri.
- Provides direct support to NEAT for the annual external audit, as well as any State or Federal audits that may arise.
- Supervises payroll-processing and purchase order processing
- Collaborates with Executive Director to prepare the health benefits program, including the bid and selection process for providers.

#### Qualifications

- Master's degree or higher or Bachelor's Degree (if coupled with CPA)
- · Five years of successful finance and/or accounting experience
- Experience supervising employees
- CPA preferred

## **Information Technology Specialist**

This position is responsible for general setup/management of data related to student management; examining the database for accuracy for Core Data; coordinating and submitting all Core Data information as noted in MO Statue 160.415.1, training staff on Student Information System (SIS), working with the vendor to develop custom imports/exports from the database; supervising SIS support personnel; collecting, analyzing, and reporting on data that will that will help teachers and administrators assess and monitor the academic needs and progress of all students.

Information Technology Specialist will work closely with the Executive Director to tailor information appropriately for staff development in addition to academic program evaluation. The Information Technology department reports to the Executive Director.

# Instructional Teaching Staff/Intervention (K-8, Special Education, ELL Visual Arts, Music, Physical Education)

The NEAT leadership will develop detailed job descriptions for all instructional staff, including classroom teachers, fine arts teachers, and classroom aides. Based on observations of highly effective charter schools across the country, NEAT will hire teachers who believe all children can learn at a high level and are willing to do "whatever it takes" to help students reach their potentials.

Classroom teachers have a crucial impact on student success; therefore, NEAT will hire classroom teachers who have an experience working with students from the school's target population. NEAT will target individuals who have a strong background in curriculum, and who are creative and innovative thinkers in the classroom setting. Classroom teachers will have cultural competence, enabling them to interact effectively with others who may differ in cultural background. socio-economic status, etc. Classroom teachers at NEAT will have a strong desire to work in an innovative and STEAM-centered environment. The NEAT classroom teachers will work collaboratively to develop curriculum from grade level to grade level and then constantly revise and improve upon that curriculum. Classroom teachers at NEAT will work to individualize instruction to maximize success for every child. NEAT teachers will have a minimum of two years of successful teaching experience with data to prove their success, and Missouri Teaching Certification; a Master's Degree is preferred. Classroom teachers should be competent in the integration of instruction using a Windows and Mac environment.

**Office Manager:** The Office Manager manages administrative/clerical duties, inputting data, supporting the leadership staff, visitors, and phones. The Officer Manager reports to the Executive Director.

General expectations regarding instructional staff are included in Section B.4: Staffing and Human Resources.

All staff and volunteers in direct contact with students will be subject to criminal and child abuse registry background checks.

All teaching staff at NEAT will be "at will" employees. As such, teachers will be evaluated, retained and compensated based primarily on student academic growth. A performance based pay program will be adopted by the Board and implemented for all school staff.

A large proportion of a teacher's financial compensation will be determined by student academic growth and frequent evaluations by the school administration. Teachers must be able to plan instruction appropriate to subject, grade level, and the abilities of his or her students.

A strong commitment to assessment and accountability are necessary as this aligns closely with the mission and vision of the school. All communications with parents will be tracked with the school wide student information system and used to assist in various data driven decisions throughout the school year.

## **Employment Policies**

NEAT's has developed a sample employment handbook. School leadership, legal counsel and the NEAT Board will review this policy manual, make modifications, and the NEAT Board will adopt the final version.

Sample Personnel Polices are noted and included in Exhibit B.3

The sample policy documents are by no means exhaustive, but are intended to demonstrate NEAT's capacity to develop full policy documents.

## **B.4 NEAT Staffing Plan**

Ms. King will manage the recruitment and hiring of all NEAT staff with input from the Board. We plan to secure hires by Spring, 2017 ahead of a July, 2017 start date, and have budgeted for a recruitment process for our founding staff members. Ahead of the first year of school operation, the Executive Director will lead the process to hire the school staff. From year two onwards, the principal, in conjunction with the Professional Development Committee, will be responsible for hiring all school staff.

The most distinctive aspects of the NEAT instructional and staffing structure is teaching in multi-year loops. This strategy has multiple benefits. This allows

NEAT to cater to the needs of developing students, create a strong, collaborative team among teachers, build supportive teacher-student relationships, and enhance the meaningful, action-based learning that occurs in the integrated STEAM projects that make up our curriculum. Looping supports student learning across the curriculum with a particular focus in English language arts, mathematics, and the integration of enrichment classes to support academic and social-emotional growth and learning.

In kindergarten, each classroom teacher will have the support of a teaching associate. The teaching associate will comply with the highly qualified requirements of No Child Left Behind (NCLB) for paraprofessionals, with the ideal candidate having completed one of the following; 60 college hours of study, attained an associates degree, or completed a formal state approved paraprofessional assessment. NEAT will implement the looping model from kindergarten through grade 8. "Looping" refers to the experience of our teachers who stay together with a class of students across two grade levels, and then loop back to teach a new class at the end of year two. Looping allows for a more indepth and personal relationship to develop between teacher and student, as well as student and peers.

NEAT is also committed to providing enriching and meaningful experiences to all students in the arts, regarding the arts as a valuable means with which to facilitate student mastery of core academic standards. In the first year of operation, NEAT will employ one full-time Art, Music, and Physical Education teacher. As described in A.5 Target Population, this staffing plan is contingent upon securing suitable facility space for NEAT. The table below shows the anticipated staffing structure for the NEAT model during the first five years of operation. The Executive Director will manage and continually assess the capacity needs in order to support the growth of the school.

	2017-18	2018-19	2019-20	2020-21	2021-22
Projected Enrollment	180	240	300	360	420
Executive Director	1	1	1	1	1
Information Tech.	1	1	1	1	1
Specialist					
Office Manager	1	1	1	1	1
Director of	1	1	1	1	1
Finance/Operations					
K-6 Teachers	9	12	15	18	21
SPED Coordinator	1	1	1	1	1
SPED Teacher	0	2	2	2	2
K Para	3	3	3	3	3
Art Teacher	1	1	1	1	1
Music Teacher	1	1	1	1	1
P.E. Teacher	1	1	1	1	1

## **Appendix B.3-Job Descriptions**

## **Executive Director Job Description**

The Executive Director is responsible for the overall start-up, administration, and management of the Northeast Academy of Arts and Technology, including STEAM philosophy, school design, academic programs, staffing, operations, and culture. This person will be charged with founding a high-performing urban charter school unrelentingly focused on student achievement.

Areas of responsibility include board relations, policy development, staff and organization evaluation, fiscal management, and outreach to internal and external stakeholders.

The Executive Director reports to the Northeast Academy of Arts and Technology Board of Directors.

## **Responsibilities:**

#### **Communication and Outreach**

- Play leadership role at local, state, and national levels regarding charter school and urban education
- Actively participate in sponsor-supported research and evaluation of the charter school
- Serve as key spokesperson for Northeast Academy of Arts and Technology and liaison to the community
- Develop School Report Card format and distribution system for dissemination of school information to media, general public, and key stakeholders
- Coordinate all staff communications related to academic programming, assessment, and outcomes

## **Educational Leadership**

- Build and support a strong culture focused on academic achievement
- Supervise direction of teaching and learning in the school
- Manage and evaluate teaching staff
- Provide STEAM instructional leadership to advance proven teaching and learning practices
- Observe classes and teachers regularly
- Set standards for student achievement and monitor progress of all students
- Facilitate data-driven discussions and planning regarding student performance
- Design professional development plans and programming for individual teachers to address deficits, build on strengths, and become more effective and successful team members.
- Work with parents and the community to achieve maximum involvement in

support of student performance

• Guide curriculum development, implementation, and evaluation

## Organizational Leadership

- Be the standards bearer of the school's philosophy and culture-personally exceeding expectations the school has set for students and staff
- Work with leadership team to create a team of teachers and administrators sharing the Northeast Academy of Arts and Technology philosophy and willing to do "whatever it takes" to help students succeed
- Ensure coherence of school philosophy, mission, goals, and activities
- Identify and implement ways to enhance and enrich the school's shared values and principles
- Work with Northeast Academy of Arts and Technology Board of Directors to develop policies and set organizational priorities
- Coordinate and report at all board meetings
- Develop succession planning strategies and build on the leadership potential of teaching staff

## **Administrative and Financial Leadership**

- Work with the Northeast Academy of Arts and Technology Board of Directors to develop and manage the school's budget and annual cash flow projections
- Present budget and cash flow updates at monthly school board meetings, including explanations for budget variances
- Develop relationships with finance staff at Missouri Department of Elementary and Secondary Education
- Monitor policy and funding changes and aligned training opportunities
- Manage human resources
- Manage student recruitment and enrollment process
- Facilitate a safe and orderly school environment

#### Qualifications

- Previous school leadership experience working with charter school or comparable public/private school
- Deep experience in charter school operations (start-up, fiscal responsibility, development, charter renewal, academics)
- Commitment to quality education for all students
- Demonstrated success in public education reform efforts and nonprofit organizational leadership
- Executive team leadership and organizational management experience
- Educational Specialist Degree in Urban Education Administration preferred

#### **NICOLE C. KING**

5703 Oak Street Kansas City, Missouri 64113 Home: 816-444-0506 nking66@gmail.com

#### **PROFESSIONAL PROFILE**

Highly accomplished visionary Executive with charter school leadership experience. Results-oriented, decisive leader with proven success in the educational field, developing programs and learning tools for students and adult learners.

#### **CORE SKILLS AREAS and COMPETENCIES**

Accomplished Spokesperson	Due Diligence
Partnerships & Alliances	Team Building
Curriculum Development	Instructional Best Practices
Mentoring & Coaching	Leadership Development
alysis Experiential Learning	Management & Discipline
cy Data-Informed Instruction	Disruptive Innovation
	Partnerships & Alliances Curriculum Development Mentoring & Coaching alysis Experiential Learning

#### PROFESSIONAL EXPERIENCE

## UNIVERSITY OF KANSAS DYNAMIC LEARNING MAPS

2014-2016

## **Communication Arts Item Writer**

Assisted in the development of English language arts (ELA) and mathematics assessment items for Dynamic Learning Maps, an assessment for students with significant cognitive disabilities. Worked with experienced test developers, special education experts, experts in Universal Design for Learning, and technology experts to develop the banks of items and tasks used in the DLM assessment system. The Dynamic Learning Maps Alternate Assessment System (DLM AAS) is a 14-state consortium that is developed large-scale online assessments for students with significant cognitive disabilities. The DLM assessment system includes various types of assessments (assessments embedded in day-to-day instruction and end-of-year assessments), each providing a view of student achievement from different perspectives to inform instructional, programmatic, and policy level decision making

# OPERATION BREAKTHROUGH

2011-2014

## **Director of Children's Programs-Head Start**

Operation Breakthrough is one of the largest single-site early education and social services facilities in the state of Missouri serving 400 children daily from the urban core. Supervisory responsibilities included managing all employees in the Early Childhood Head Start department, including the overall direction, coordination, and evaluation of all Early Childhood programs. Carried out supervisory responsibilities in accordance with the organization's policies and applicable Head Start laws, including interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance, rewarding and disciplining employees; addressing complaints and resolving problems for students and families.

SCUOLA VITA NUOVA CHARTER SCHOOL (PK-8), Kansas City, MO

2003-2011

## **Principal**

As Principal, I was responsible for overseeing the entire operations of Scuola Vita Nuova Charter School K-8 and for ensuring the fulfillment of our mission, which was to provide lowincome urban students with a quality education that valued the visual and performing arts and outdoor world and to establish Scuola Vita Nuova Charter School as a national model for high performing charter schools. I was also responsible for establishing and sustaining a culture that exhibited Scuola Vita Nuova Charter School commitment to top quality performance and exemplary results. In doing so, I created and implemented policies and procedures approved by the board of directors. I managed and improved Scuola Vita Nuova Charter School resources to a reserve balance ration of 97%, approximately three million dollars (3,000,000).

## Accomplishments and achievements of our organization include the following:

Awarded AdvanceD-North Central Association Commission on Accreditation and School Improvement (NCA CASI)

Waiting list: 400 students

Average Teacher and Student Daily Attendance: 97%

Urban Light in Education Award, Spring 2008

GLADSTONE ELEMENTARY SCHOOL (K-5), Kansas City, MO

2001-2003

**Principal** 

WEST ROCK CREEK AND SUGAR CREEK ELEMENTARY, (K-5), Kansas City, MO 2000-2001 **Assistant Principal** 

PRIMITIVO GARCIA ELEMENTARY, Kansas City, MO 4<sup>th</sup> grade Teacher

1999-2000

SATCHEL PAIGE ELEMENTARY, Kansas City, MO 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade Teacher

1993-1999

#### **EDUCATION & CREDENTIALS**

University of Missouri-Kansas City Doctorate (Ed.D) Urban Leadership and Administration (2016)

Education Degree Specialist (EDS), 2000 Urban Leadership

M.S. Educational Administration 1999

B.S. Elementary Education 1991 Principal K-8 ADMIN II MO Certification

#### **EXHIBIT: B.3 JOB DESCRIPTIONS**

#### **KINDERGARTEN TEACHER-2017**

#### QUALIFICATIONS

- 1. Valid Missouri Teacher Certificate PK-3
- 2. 2 years experience
- 3. Such alternatives to the above qualification as the Board may find appropriate and acceptable.

**REPORTS TO:** Executive Director

#### JOB GOAL:

To create a flexible STEAM kindergarten program and kindergarten environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes, and knowledge needed to provide a good foundation for further participation in the total school program, in accordance with each pupil's ability; and to establish good relationships with parents and with other staff members.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Provides learning experiences in language arts, social studies, pre-reading, arithmetic, science, art, physical education, and music to pupils, using the STEAM adopted curriculum adopted by the Board of Directors and other appropriate learning activities.
- 2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- 3. Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical, and emotional maturities.
- 4. Provides individual and group instruction designed to meet individual needs and help the pupils make a satisfactory transition to school.
- 5. Establishes and maintains standards of pupil behavior needed to achieve effective participation in all activities without interfering with the naturally informal atmosphere of a kindergarten.
- 6. Evaluates academic and social growth of pupils, and keeps appropriate records.
- 7. Communicates with parents through a variety of means. Hold parent conferences to discuss the individual pupil's progress and interprets the school program.
- 8. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- 9. Creates and effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.

- 10. Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- 11. Selects and requisitions books and instructional aids; maintains required inventory records.
- 12. Ensures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- 13. Supervises pupils in out-of-classroom activities during the assigned working day.
- 14. Participates in curriculum and other developmental programs as required.
- 15. Participates in faculty committees and the sponsorship of pupil activities.
- 16.Demonstrates effective human relations and communication skills.
- 17. Complies with good safety practices.
- 18. Complies with all district rules, regulations, and policies.
- 19. Other duties/responsibilities deemed necessary may be assigned.

#### **ELEMENTARY CLASSROOM TEACHER-2017**

#### **QUALIFICATIONS:**

- 1. Valid Missouri teacher certificate for appropriate level
- 2. 2 years teaching and dual language experience
- 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Executive Director

#### **JOB GOAL:**

To create a flexible STEAM elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for upper elementary grade education, in accordance with other pupil's ability; and to establish good relationships with parents and with other staff members.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Teaches communications arts, social studies, mathematics, and science to pupils in a classroom, using the STEAM course of study adopted by the Board of Directors and other appropriate learning activities.
- 2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulation and procedures of the school district.
- 3. Develops lesson plans and instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil.
- 4. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- 5. Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- 6. Evaluates pupils' academic and social growth, keeps appropriate records, and prepares progress reports.
- 7. Communicates with parents through conferences and other means to discuss pupil's progress and interpret the school program.
- 8. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- 9. Creates an environment for learning through functional and attractive displays, bulletin boards, and interest centers.
- 10. Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- 11. Selects and requisitions books and instructional aids; maintains required inventory records.

- 12. Supervises pupils in out-of-classroom activities during the assigned work-day.
- 13. Administers group standardized tests in accordance with district testing program.
- 14. Participates in curriculum development programs as required.
- 15. Participates in faculty committees and the sponsorship of pupil activities.
- 16. Demonstrates effective human relations and communication skills.
- 17. Complies with good safety practices.
- 18. Complies with all district rules, regulations, and policies.
- 19. Other duties/responsibilities deemed necessary may be assigned.

**TERMS OF EMPLOMENT:** Nine and one half month/year. Salary and work year to be established by the board.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of Professional Personnel.

#### PERFORMING ARTS-MUSIC TEACHER-2017

#### **QUALIFICATIONS:**

- 1. Valid Missouri teacher certificate for appropriate level
- 2. Minimum 2 years experience
- 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

**REPORTS TO:** Executive Director

**JOB GOAL:** To develop in each pupil an appreciation of the art of music as part of general culture; to teach techniques of vocal or instrumental music expression; to discover and develop talents of pupils in the field of music; and to develop knowledge and skills in listening to and reading music within STEAM curriculum.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Teaches skills, concepts and understanding in all music courses as outlined by the district music curriculum and integrates STEM curriculum. Prepares students for public music performances.
- 2. Instruct pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- 3. Plans a balanced music program and organizes daily class time so that preparation, rehearsal, and instruction can be accomplished within the allotted time.
- 4. Provides individual and mall-group instruction to adapt the curriculum to the needs of each pupil.
- 5. Uses repertoire of all types of music literature, including traditional and contemporary, that are appropriate for the ages and skill levels of pupils.
- 6. Controls the storage and use of school-owned property; makes minor adjustments and requests repairs to instruments as required.
- 7. Establishes and maintains standards of pupil behavior to provide an orderly, productive environment during practice, group rehearsals, and musical performances.
- 8. Evaluates each pupil's musical growth and performance, assessing each individual's contribution to the performance of the group.
- 9. Plans, rehearses, and directs pupils in musical programs for school and community.
- 10. Selects and requisitions books, musical instruments, and instructional aids; maintains required inventory records.
- 11. Communicates with parents and school counselors, when necessary, on pupil progress.

- 12. Identifies pupil needs and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- 13. Cooperates with the school administration in providing musical programs for school productions, graduation ceremonies, and civic functions.
- 14. Supervises pupils in out-of-classroom activities as assigned.
- 15. Participates in curriculum and other developmental programs.
- 16. Participates in faculty committees and sponsorship of pupil activities.
- 17. Maintains professional competence through in-service education provided by the district, and in self-selected professional growth activities related to music.
- 18. Demonstrates effective human relations and communication skills.
- 19. Complies with good safety practices.
- 20. Complies with all district rules, regulations, and policies.
- 21. Other duties/responsibilities deemed necessary may assigned.

**TERMS OF EMPLOYMENT:** Nine and one half month/year. Salary and work year to be established by the Board.

**EVALUATION:** Performance of this job will be evaluated in accordance with Provisions of the Board's policy on Evaluation of Professional Personnel

#### PHYSICAL EDUCATION TEACHER-2017

#### **QUALIFICATIONS:**

- 1. Valid Missouri teacher certificate for appropriate level
- 2. 2 years experience
- 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

**REPORTS TO:** Executive Director

**JOB GOAL:** To develop in each pupil an understanding of the relationship of good body function and exercise; to motivate each pupil to cultivate physical fitness, hygienic habits, and good social emotional adjustment; to develop strength, skills, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each pupil's ability.

#### PERFORMANCE RESPONSIBILITIES:

- Teaches knowledge and skills in physical fitness/STEM integration, health education, rhythms and dance, and individual, dual, or team sports, utilizing course of study adopted by the Board of Directors and other appropriate learning activities.
- 2. Instruct pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- 3. Works cooperatively with other physical education teachers in planning a balanced physical education program.
- 4. Analyzes, demonstrates, and explains basic skills, knowledge, and strategies of formal sports, games, rhythms, and fundamentals of body movement.
- 5. Provides individualized and small-group instruction to adapt the curriculum to the needs of each pupil to the extent feasible.
- 6. Teaches physical education classes for handicapped pupils as necessary.
- 7. Provides appropriate safety instruction and makes safety checks on equipment and field areas to ensure the overall safety of pupils.
- 8. Maintains control of storage and use of school-owned property.
- 9. Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
- 10. Evaluates each pupil's growth in physical skills, knowledge, and contribution in team sports.
- 11. Maintains professional competence through in-service education provided by the district, and in self-selected professional growth activities.
- 12. Selects and requisitions uniforms, equipment, and instructional aids.
- 13. Maintains required inventory records.
- 14. Communicates with parents and school counselors on pupil aids.

- 15. Identifies pupil needs, and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems.
- 16. Cooperates with school administration in providing specially performing groups for special occasions, PTA meetings, assemblies, and interscholastic athletic events.
- 17. Supervises pupils in out-of-classroom activities during the assigned working day.
- 18. Participates in curriculum and other developmental programs.
- 19. Participates in faculty committees and the sponsorship of student activities.
- 20. Demonstrates effective human relations and communication skills.
- 21. Complies with good safety practices.
- 22. Complies with all district rules, regulations, and policies.
- 23. Other duties/responsibilities deemed necessary may be assigned.

**TERMS OF EMPLOYMENT:** Nine and one half month/year. Salary and work year to be established by the Board.

#### INTERVENTION: SPECIAL EDUCATION TEACHER-2017

#### QUALIFICATIONS:

- 1. Missouri certification on one or a combination of the following areas: Learning Disabilities, Behavioral Disorders, or Mild-Moderate Mental Retardation.
- 2. 3-5 years of experience
- 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To provide direct instruction and coordination of special education services for students with disabilities.

#### PERFORMANCE RESPONSIBILITIES:

- Serves as a case manager in the development and implementation of Individual Education Program (IEPs) for students with disabilities according to categorical disability certification area(s).
- 2. Provides instruction to students with disabilities both in the regular education classroom and in separate supplemental special education classes or settings.
- 3. Communicates with regular education teachers and principals regarding the educational needs and programs of students with disabilities.
- 4. Works with the school team in implementing effective alternative teaching strategies for students with disabilities within STEAM curriculum.
- 5. Maintains records regarding individual student progress toward IEP goals and objectives, services provided, parent contacts, notices and other documentation as required by the Department of Elementary and Secondary education (DESE) regulations, the Director of Pupil Services or the school principal.
- 6. Participates in student diagnostic evaluations and re-evaluations.
- 7. Participates in the development of an annual budget request for instructional materials needed to implement to support IEPs for students with disabilities.
- 8. Initiates communication with parents of students with disabilities on a regular basis.
- 9. Uses technology effective human relations and communication skills.
- 10. Complies with all district rules, regulations, and policies.

**TERMS OF EMPLOYMENT:** Nine and one half month/year. Salary and work year to be established by the Board.

#### **VISUAL ARTS TEACHER-2017**

#### QUALIFICATIONS:

- 1. Valid Missouri teacher certificate for appropriate level
- 2. 2 years of experience
- 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To develop in each pupil an appreciation of the visual arts as part of general cultural to teach techniques of visual arts expression to discover and develop talents of pupils in the field of visual arts; and to develop knowledge and skills in visual arts.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Teaches skills, concepts and understandings in all visual arts courses as outlined by the district visual arts curriculum.
- 2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- 3. Plans balanced visual arts/STEM program and organizes daily class time so that preparation, production, and instruction can be accomplished within the allotted time.
- 4. Provides individual and small-group instruction to adapt the curriculum to the needs of each pupil.
- 5. Works cooperatively with other visual arts education teachers in planning a balanced visual arts program.
- 6. Uses a variety of visual arts resources and media that are appropriate for the ages and skills level of the pupils.
- 7. Controls the storage and use of school-owned property and materials; makes minor adjustments and requests repairs to equipment as required.
- 8. Establishes and maintains standards of pupil behavior to provide an orderly, productive environment in the visual arts areas.
- 9. Evaluates each pupil's growth in artistic skills, knowledge and performance in established areas of visual arts competencies.
- 10. Selects and requisitions books, instructional aids, and other resources; maintains required inventory sheets.

**TERMS OF EMPLOYMENT:** Nine and one half months/year. Salary and work year to be established by the Board.

#### **OFFICE MANAGER-2017**

#### QUALIFICATIONS:

- 1. Any combination of education, training, and experience equivalent to the completion of a high school diploma. Bachelor degrees preferred.
- 2. Additional preparation and/or college work related to secretarial training preferred.
- 3. Good computer skills and relevant work experience required.
- 4. Five years effective and relevant work experience, three of which included supervision, organization, coordination, and performance of duties at a responsible level preferred.
- 5. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential functions of the position.
- 6. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To assure the smooth and efficient operation of an office so that the office's maximum positive impact on the education of children can be realized.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Performs secretarial and office management tasks.
- 2. Independently, or as assigned, composes confidential and general correspondence, reports, memorandums, forms, statistical data, etc. that may commit a unit to a course of action.
- Maintains files and records.
- 4. Answers telephone in a pleasant respectful manner and routes calls to appropriate personnel.
- 6. Operates typewriter, personal computer, computer terminal and peripheral equipment, photocopier, and other office equipment with a high degree of skill.
- 7. Performs budgeting, requisitioning, and bookkeeping tasks as needed following established district rules and regulations.
- 8. Greets visitors and clients in a pleasant respectful manner and responds to inquires in a timely manner.
- 9. May be called upon to make travel arrangements for supervisors or other staff.
- 10. Maintains supervisor's calendar.

**TERMS OF EMPLOYMENT:** Nine, ten, eleven, or twelve-month year. Salary and work year to be established by the Board.

**EVALUATION**: Performance of this job will be evaluated by the Executive Director

#### **DIRECTOR OF FINANCE/OPERATIONS-2017**

#### QUALIFICATIONS:

- 1. A Bachelor's degree from an accredited college or university with a major or specialization in accounting is required.
- 2. At least three years of accounting experience in nonprofit, business or governmental organization is preferred.
- 3. CPA certification is preferred.
- 4. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential functions of the position.
- 5. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To develop and implement the accounting/human resource procedures used to record all financial transactions of the school district.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Formulate and implement accounting procedures that are in compliance with state and federal regulations and Board policies.
- 2. Evaluate the system of internal control and make any changes recommended by the district auditor and Government Accounting Standards board.
- 3. Keeps abreast of federal and state regulations regarding school district, including categorical aid programs and the standards for audits.
- 4. Prepares monthly and annual financial reports; including proof of cash analysis, control and documentation of cash receipts and disbursements.
- 5. Performs analytical review of general ledger accounts; including bond funds, payroll records, food service funds, and student activity accounts.
- 6. Reconcile all bank accounts on a monthly basis and make recommendations for the timing on investment of funds.
- 7. Provides assistance to the Executive Director in the review of budget variances, cash forecasts, and analysis for the preparation of the annual budget.
- 8. Demonstrates effective human relations and communication skills.
- 9. Adheres to good safety practices.
- 10. Adheres to all district rules, regulations, and policies.
- 11. Other duties as required or assigned.

**TERMS OF EMPLOYMENT:** Nine, ten, eleven, or twelve-month year. Salary and work year to be established by the Board.

#### **INFORMATIONAL TECHNOLOGY SPECIALIST-2017**

#### QUALIFICATIONS:

Prior experience (2 years) with data reporting.

Experience with MOSIS (Missouri Student Information System) Reporting.

Experience utilizing Student Information System software preferred.

Strong analytical and troubleshooting abilities.

Ability to prioritize and track multiple projects.

Advanced experience with various data system and data structures, including:

Oracle, SQL, Crystal Reports/Business Objects and Microsoft Access.

Advanced experience with various computer applications, including: Data Backup and Microsoft Excel

Strong attention to detail and accuracy

Good interpersonal skills including oral and written communication.

Must be able to communicate and interact with all NEAT employees, patrons and contractors.

Willing to work flexible hours to support NEAT reporting needs.

Must be able to meet deadlines and time constraints.

**REPORTS TO:** Executive Director

TERMS OF EMPLOYMENT: 12 months

#### **ESSENTIAL JOB FUNCTIONS:**

- 1. Maintain NEAT's financial and student information systems. This includes adding users, new locations, approval paths, new screens, and reports.
- 2. Accurately move and validate information between data systems and provide requested information through files and reports.
- 3. Serve as NEAT's Core Data Coordinator, which involves responsibility for both Core Data and MOSIS submissions.
- 4. Work with end users to determine responsibilities for data entry and provide the necessary information to guarantee timely and accurate data.
- 5. Develop and maintain reporting portal(s) for staff access to school data.
- 6. Coordinate the retention, storage and digitization of school records as required by law.

## OTHER JOB FUNCTIONS

- 1. Articulate a clear understanding and direction for the district data collection and reporting to district staff.
- 2. Respond to immediate needs regarding district information reporting.
- 3. Provide and/or coordinate professional development opportunities for district personnel to maintain accurate data reporting.
- 4. Work collaboratively with outside organizations
- 5. Maintain a positive relationship and coordination with district administration, technology support and building personnel around data collection, validation and reporting.

#### FOOD AND NUTRITION SERVICES MANAGER-2017

#### QUALIFICATIONS:

- 1. Any combination of education, training, and experience equivalent to the completion of a high school diploma.
- 2. Experience in quantity food preparation and management.
- 3. Complete the Food and Nutrition Services managerial training.
- 4. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential functions of the position.
- 5. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To lead and manage a school cafeteria to ensure that each child has the opportunity to have nutritious and economical meals.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Schedule, train, supervise, and direct the work of assigned personnel.
- 2. Oversee and assist with preparation and serving of several quality food choices.
- 3. Maintain all kitchen financial records, including deposits, inventories, forms, and reports.
- 4. Review financial reports for accuracy.
- 5. Maintain fiscal responsibilities by controlling labor production and food purchasing.
- 6. Other weekly supplies based on materials on hand and forecasted production requirements.
- 7. Check quality, quantity, and accuracy of weekly deliveries and sign invoices only after order verified.
- 8. Oversee storage and rotation of stock.
- 9. Assure compliance to Health Department regulations.
- 10. Adhere to good safety practices.
- 11. Oversee approval of free and reduced mean applications.
- 12. Complete annual performance evaluations and probationary appraisals for subordinate personnel.
- 13. Compile pay roll information and submit to Food and nutrition office in timely manner.
- 14. Coordinate breakfast program.
- 15. Assist personnel with cashiering.
- 16. Demonstrate effective human relations and communication skills working in a courteous and cooperative manner with students and school and kitchen staff.

#### FOOD AND NUTRITION SERVICES/FOOOD PRODUCTION-2017

#### **QUALIFICATIONS:**

- 1. Any combination of education. Training, and experience equivalent to the completion of a high school diploma.
- 2. Experience in quantity food preparation preferred.
- 3. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential functions of the position.
- 4. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Manager Food and Nutrition Services

**JOB GOAL:** To ensure that each child has the opportunity to have nutritious and economical meals.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Assist with daily food preparation within an established production schedule following standardized recipes, preparation, and serving methods.
- 2. Exhibit knowledge of operation of all equipment in the kitchen.
- 3. Identify serving utensils, temperature, and correct portion size for serving.
- 4. Assure production is cooked and held at proper temperature of highest quality food attainable.
- 5. Follow accepted procedures for operating, cleaning, and caring for large equipment and small equipment.
- 6. Perform dish room operations during lunch period.
- 7. Maintain high standards of sanitation in compliance to Health department Regulations.
- 8. Maintain high personal hygiene as the basis for sanitation in the kitchen.
- 9. Maintain high standards of safety in the kitchen.
- 10. Responsible for storage and handling of foods; work with manager; on maintaining organized inventory and storage; communicate product needs to manager; and assist manager in ordering supplies.
- 11. Report maintenance needs or equipment malfunction to unit manager.
- 12. Perform major cleaning at regularly scheduled intervals as designated by the manager.
- 13. In professional responsibilities: Responsible ability for working in a courteous and cooperative manner with manager, coworkers, and school staff.

**TERMS OF EMPLOYMENT:** Nine-month year. Salary and work year to be established by the Board

#### **CUSTODIAN-2017**

#### **QUALIFICATIONS:**

- 1. Experience in public building custodial work preferred.
- 2. Any combination of education, training, and experience equivalent to the completion of a high school diploma.
- 3. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential functions of the position.
- 4. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Keeps building and premises neat and clean at all times.
- 2. Cleans and maintains classrooms, restrooms, and all other areas.
- 3. Arrange and/or rearrange rooms, transport equipment, supplies, and furniture; and performs storage and delivery tasks as required.
- 4. Performs routine maintenance and security checks.
- 5. Checks to ensure all exit doors are open and all panic bolts are working properly during hours of building occupancy.
- 6. Washes windows and cleans classrooms as scheduled or when necessary.
- 7. Participates in the opening and closing of the building each day as assigned and determine, before leaving, that all doors and windows are secured, and all lights, except those left for safety reasons, are turned off.
- 8. Reports repairs needed
- 9. Shovels snow from walkways and steps when needed.
- 10. Monitors all motors and other mechanical equipment and immediately reports any malfunctions.
- 11. Reports vandalism and other damage to school property to proper officials.
- 12. Demonstrates effective human relations and communication skills.
- 13. Adheres to good safety practices.
- 14. Adheres to all district rules, regulations, and policies.
- 15. Other duties as required or assigned.

**TERMS OF EMPLOYMENT:** Nine, ten, eleven, or twelve-month year. Salary and work year to be established by the Board.

**EVALUATION:** Performance of this job will be evaluated by the immediate supervisor.

#### BEFORE/AFTER SCHOOL CHILD CARE TEACHER-2017

#### **QUALIFICATIONS:**

- 1. Any combination of education, training, and experience equivalent to the completion of 20 college credit hours/currently attending college.
- 2. STEAM experience/background
- 3. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential function of the position.
- 4. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To enable each child to have full participation in the Before/After School Program

#### PERFORMANCE RESPONSIBILITIES:

- 1. Develop and maintain positive relationships with children, staff, and parents.
- 2. Assists in daily set-up and clean-up of program projects.
- 3. Completes all necessary paperwork.
- 4. Attends training sessions and other required meetings.
- 5. Helps maintain neat and orderly storage facilities.
- 6. Demonstrates effective human relations and communication skills.
- 7. Adheres to good safety practices.
- 8. Adheres to all district rules, regulations, and policies.
- 9. Other duties as required or assigned.

**TERMS OF EMPLOYMENT:** Part-time-Before/After School Salary and work year to be established by the Board.

**EVALUATION:** Performance of this job will be evaluated by the immediate supervisor.

#### SUBSTITUTE TEACHER-2017

## **QUALIFICATIONS:**

- 1. A Missouri Teacher Certificate or a Bachelor's degree from a regionally accredited college or university is preferred.
- 2. A minimum of sixty (60) semester hours of college credit from a regionally accredited college or university or passing score on the PARA Pro Assessment is required.
- 3. Prior experience working with school age children would be helpful.
- 4. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

**REPORTS TO:** Executive Director

**JOB GOAL:** To enable each child to pursue his or her education as smoothly and completely as possible in the absence of the regular teacher.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Reports to the school office upon arrival and perform all check-in procedures as required.
- 2. Reviews with the Executive Director, department, team leader, grade level teachers, etc. all plans and schedules to be followed during the teaching day.
- 3. Maintains as fully as possible the established routines and procedures of the school and classroom to which assigned.
- 4. Teaches the lesson as prepared by the absent teacher.
- 5. Consults with a building administrator, department head, team leader, grade level teachers, etc. before initiating any teaching or other procedure not specified.
- 6. Assumes responsibility for overseeing pupil behavior in class and all other areas of the building and grounds as necessary.
- 7. Reports in writing on the day's activities at the conclusion of the teaching day.
- 8. Follows all district and school policies, rules, and procedures to which regular teachers are subjects and which good teaching practice dictates.
- 9. Performs all duties assigned to the absent teacher unless excused by a building administrator.
- 10. Possesses the mental and physical attributes required to perform all essential functions.
- 11. Adhere to good safety practices.
- 12. Adhere to all district rules, regulations, and policies.
- 13. Other duties as required or assigned.

**TERMS OF EMPLOYMENT:** As needed during the regular school term as defined in the official school calendar.

#### **OFFICE CLERK-2018**

#### **QUALIFICATIONS:**

- 1. Any combination of education, training, and experience equivalent to the completion of a high school diploma. Bachelor degree preferred. Dual language abilities preferred.
- 2. Additional preparation and/ or college work related to secretarial training preferred.
- 3. Good computer skills and/ or experience required.
- 4. Five years effective and relevant work experience, three of which included supervision, organization, coordination, and performance of duties at a responsible level preferred.
- 5. Possession of the knowledge, skills, abilities, and physical attributes necessary to perform the essential functions of the position.
- 6. Such alternatives to the above qualifications as the Board may find appropriate or acceptable.

#### REPORTS TO: Executive Director

JOB GOAL: To assure the smooth and efficient operation of an office so that the office's maximum positive impact on the education of children can be realized.

#### PERFORMANCE RESPONSIBILITIES:

- 1. Performs secretarial and office management tasks.
- 2. Independently, or assigned, composes confidential and general correspondence, reports, memorandums, forms, statistical data, etc. that may commit a unit to a course of action.
- Maintains files and records.
- 4. Answers telephone in a pleasant respectful manner and routes calls to appropriate personnel.
- 5. Performs clerical tasks required to carry out functions of the office.
- 6. Operates typewriter, personal computer, computer terminal and peripheral equipment, photocopier, and other office equipment with a high degree of skill.
- 7. Performs budgeting, requisitioning, and bookkeeping tasks as needed following established district rules and regulations.
- 8. Greets visitors and clients in a pleasant respectful manner and respond to inquiries in a timely manner.
- 9. May be called upon to make travel arrangements for supervisors or other staff.
- 10. Maintains supervisor's calendar.
- 11. Requires the analysis of facts and circumstances to conclude and make recommendations for solving administrative problems within the limits of standard or accepted practice.

12. Directs and coordinates the activities for other employees, usually performing non-exempt tasks.

#### **PARAPROFESSIONAL-2017**

Qualifications: A minimum of 60 college hours.

Passing score-PARA PRO Assessment

or/Bachelor degree with Missouri Teacher certification preferred

Positive interpersonal skills

Effective communication skills

Reports to: Executive Director

Terms of employment Student contact days plus 2 additional

Days-7 hrs/day. Opportunity for benefits As outlined in the personnel handbook.

# **Performance Responsibilities:**

Teacher assistants serve to enhance the instructional program available at Northeast Academy of Arts and Technology. They are employed to provide better learning opportunities for students in situations where large class sizes or a special need exists. The assistant aids the teacher in providing instruction and also performs duties allowing the teacher to work with those students needing more help. Many of the duties performed by the assistant ate similar to those performed by the teacher. However, the assistant works under the learning needs of the students. All plans for a lesson originate through the classroom teacher.

#### **ESSENTIAL JOB FUNCTIONS:**

- 1. Tutor individuals or small groups.
- 2. Escort class to other instructional areas.
- 3. Operate instructional equipment for the classroom.
- 4. Assist students with mobility needs-may involve lifting, toileting
- 5. Gather and produce instructional material for use in the classroom.
- 6. Assist with appropriate behavioral intervention techniques as directed by the supervising teacher.
- 7. Maintain a high level of confidentiality regarding students' and family's academic and social needs.
- 8. Assist the teacher in planning for daily lessons and activities.
- 9. Aid in the administering of tests relating to curriculum.

# B. 4 NEAT Staff Recruitment, Retention, Replacement and Training

NEAT believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our school. The Executive Director in YR1 and in partnership with the teacher leadership team in YR2-5, will select teachers based on the criteria outlined below.

All classroom teachers at NEAT will have a Bachelor's degree, a Missouri teaching certificate, and demonstrated STEAM core academic subject matter competence and at least 2 years of experience.

NEAT will actively recruit teachers who speak additional languages, have experience/willingness to participate in home visits and loop with diverse student populations

**Employees:** The success of NEAT's STEAM program is completely dependent upon the ability of the organization to attract, recruit, and retain top talent. It is the people who are charged with implementing our programs and who interact with students, parents, and other community members on a daily basis that will largely determine NEAT's success.

Employment policies and procedures support facilitating a collegial and respectful environment where ideas are encouraged and staff has a sense of ownership for the success of the school. The Executive Director will work toward encouraging this type of environment since the positive attitudes fostered in the process certainly filter down to the students.

**Hiring Protocols:** NEAT will adopt a hiring policy that will be published on the school's website, policy handbook, an employee handbook. This policy will include a description of the process by which new staff will be selected and terminated, a statement of non-discrimination, and the process by which essential qualifications or selection criteria will be determined. The Executive Director will manage all hiring and termination decisions.

**Public Notice of Opening:** To ensure equal opportunity for open positions, job opportunities will be posted in a central area at NEAT and made available to the public (on the school's website). The job posting and advertising will include a summary of the job description including the key elements of job title, essential functions, required experience and/or education and a description of primary job duties. (Draft descriptions are included in B.3). The job posting will specify where resumes and/or applications should be forwarded and indicate a closing date for accepting applications if a specific deadline for the interviewing and hiring process has been established.

Recruitment of teachers will include multiple methods. NEAT will utilize professional networks such as the Missouri Charter Public School Association teaching job fairs and postings at local universities (University of Missouri, University of Central Missouri, University of Missouri –Kansas City) to publicize open positions. We will also engage with networks such as MOREAP, Non-Profit Connects and NEAT's website and be forwarded through university alumni groups to actively recruit STEAM experienced candidates.

When a position is available, NEAT will review the criteria and qualifications for the position and advertise it, along with a job description. Based on a review of résumés, the Executive Director (and current teachers and students/parents) will interview likely candidates and observe them teaching a sample lesson. As needed, additional processes, such as analysis of student performance data will be used to select the final candidate. NEAT will determine appropriate experience, training and skills of non-certified instructional personnel by reviewing work history, educational experience as it relates to NEAT's STEAM mission and goals.

**Background Checks:** Before employing any person, NEAT must conduct TB, background check and family care safety registry check as regarded by 160.408 11. These health and safety checks will be conducted for every employee. NEAT will notify candidates of these requirements. No person will be allowed to start employment until the necessary health and safety background checks are complete. NEAT does not employ teachers whose certificate of license to teach has been suspended or revoked by the state Board of Directors, 168.071

Job Descriptions and Employee Contracts: The first step in determining and filling NEAT's staffing needs is the development of well thought out job descriptions for each position in the school. Typically, these job descriptions are then used when advertising open positions, determining compensation, and as a basis for performance reviews. Once hired, employee contracts specify the terms of employment and are essential for ensuring a clear understanding of job responsibilities, employment terms, compensation, and other benefits.

**Employment Agreements:** Employees must sign an employment agreement upon hiring at NEAT. Missouri is an "at-will" employment state, which means that unless an employee has a contract that guarantees a specific period of employment, both s/he and the employer have the right to terminate the employment relationship at any time for any reason or no reason.

**Independent Contractor Agreements:** If NEAT hires an individual as an independent contractor, the independent contractor must meet the definition of the two key principles of independent contracting: (1) Free from the business' control and direction over how the service is performed; and, (2) Customarily engaged in an independent trade, occupation, profession, or business related to the service being performed. A written contract will be used in proving

independent contractor status and will define the work relationship and be approved by the Board.

**Staff Handbook and Policies:** A comprehensive staff handbook will be developed that captures all the relevant information a new employee needs to function in the school but also provide a resource for veteran employees to look up policies and other information. All employees will sign a form stating they received and read the employee handbook, further validating at-will employment and adherence to policies. Please see Exhibit B.4 for a draft copy of our employee handbook and policies.

**Benefits:** This section applies to local, state and federal benefits. It will address public benefits including participation in the Kansas City Public Teacher Retirement System (KCPTRS), Family Medical Leave Act (FMLA), Consolidated Omnibus Budget Reconciliation Act (COBRA), Worker's Compensation and Unemployment Insurance. Worker's Compensation: The purpose of worker's compensation is to speedily and justly compensate employees for injuries incurred during the performance of their jobs and to insure employers against

#### **NEAT Teacher Retention**

NEAT will seek to retain 80% of teaching staff annually by providing and promoting the following:

- Small class sizes and looping: NEAT will provide small class sizes (20-22 students). In addition, teachers will be supported by teaching associates described in the staffing plan. This will provide a lower teacher to student ratio and allow for more individualized attention within the early grades. Looping will support teachers as they build relationships with students and families.
- **Professional work environment:** NEAT will create an environment that is professional and collegial. Central to this will be creating and maintaining a culture that is inclusive of all individuals. Teachers will be provided 90 minutes of planning time daily.
- Competitive compensation: All employees will be compensated commensurate with their experience and job responsibilities, and will receive competitive benefits, including health insurance and retirement plans. Teacher starting salaries will begin at \$45,000 annually.
- High quality and authentic professional development: NEAT will
  provide teachers with weekly opportunities for high quality professional
  development. Teachers will receive training prior to the start of each
  school year through the NEAT Professional Development Onboarding
  (see Calendar for the summer institute dates in 2017-18). Teachers will
  also have 90 minutes daily common planning time to work with their
  grade level colleagues.
- Effective leadership: We recognize the importance of providing strong and effective leadership. Our Executive Director, Ms. King, has

- vast experience teaching, hiring, developing and supporting teachers in diverse learning environments.
- Collaborative environment: A collaborative learning community
  values the varied strengths of every member. We intend to develop our
  teaching faculty into a supportive community that values and extends
  their talent. They will work together to plan units, solicit feedback on
  lessons, and share instructional techniques.

NEAT will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, NEAT will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.

# **NEAT Training/Retention**

NEAT teachers will be expected to facilitate learning using a variety of internal and external resources such as authentic field experiences (relevant learning experiences that compel student interest and link school learning to real-life events), community partnerships, and technology to connect with the world outside of the classroom.

Training in the following area will be critical for the deepening of teacher content knowledge and pedagogical skills needed for effective implementation of the STEAM/PBL model:

- · Integration of science, technology, engineering, mathematics, and the arts
- Collaboration and communication with stakeholders including community partners, arts organizations, and higher education institutions
- · Content and concepts in science and the engineering design process
- · Technology including tech tools and web-based learning
- · Visual and performing arts
- Implementation of Problem-Based Learning (PBL)

By keeping the focus of NEAT's PDC on student learning, NEAT outcomes will be informed by multiple student and educator data sources aligned with school improvement indicators, the Missouri School Improvement Program (MSIP) standards, and NEAT's educational goals and objectives.

In collaboration with the school leader, the PDC leadership will prepare a plan to meet the identified educator learning indicators that will lead to improved student learning. According to the Missouri Professional Learning Guidelines (2013), NEAT will provide a professional development/growth plan for each faculty member who has no teaching experience. NEAT may delegate this responsibility to the PDC. This plan should be generic in nature, and used as a guide. The mentor will help the beginning teacher develop a specific Individual Professional

Growth Plan. The plan must address the beginning teacher's first two years in the classroom.

Our professional development will serve as a catalyst for educators' growth and learning. As recommended, it will focus on developing teachers' capabilities and knowledge to teach and integrate content and subject matter, address student work and the problems encountered in teacher's settings. Professional development will be an ongoing process where teachers will strengthen their content knowledge, become skilled at utilizing effective instructional strategies and curricular materials, and increase their ability to address the learning needs of the students.

Based on research of adult learning and time needs to communicate curriculum and implementation to teaching staff, NEAT will implement an Early Release option for professional development on a monthly basis. Daily 90 minute planning sessions will provide grade level support to classroom and fine arts staff. Parents will be notified of professional development days within the annual school calendar so that childcare services can be arranged in advance.

Prior to the start of each new school year, NEAT will hold orientation and professional development – two weeks for all staff– that includes a history of NEAT, its mission and philosophy, and its charter, programs and policies. There is a strong focus on curriculum development and alignment of curriculum with the Missouri Learning Standards. Teachers will annually attend Columbia University's Summer Institutes on Reading and Writing Workshop. As technology is used extensively at NEAT, teachers will attend technical and professional training to support their area of expertise. The Executive Director, in partnership with teacher leaders, will develop summer planning and weekly grade level meetings agendas. This will provide dedicated time for an analysis of appropriate performance data and determine key strategies for improvement throughout the academic year. Additionally, with input from the instructional staff, the Executive Director will develop and evaluate the annual professional development plan and guide teachers in aligning their individualized professional development plans.

NEAT's Professional Development Structure will include four components:

Professional Learning Communities (PLC's): Teaching teams meet
weekly for the purposes of Critical Friends, engagement in planning
lessons, creating assessments, and determining how curriculum and/or
instruction may need to be modified based on performance data. Since
teachers need to learn how to analyze their practice, they will learn how to
conduct classroom observations and give and receive feedback from
peers and school leadership. STEM Project-Based Instruction, Balanced
Literacy/Numeracy or Integrating the Arts may be subject areas for PLC
learning.

- Data Interpretation and Use: Led by the professional development committee and the Executive Director, NEAT teachers will receive ongoing training on gathering, analyzing and using data to drive instruction to meet the needs of all students. NEAT will implement a formalized process for gathering and storing multiple types of student and achievement data in a central location developed by NEAT. This process is supported by an annual assessment calendar, uses a variety of formal and informal assessments, and data will housed in a robust data and student information system where all student demographic and assessment data and curriculum will be stored. NEAT will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. Research shows that training teachers to use data to inform instruction positively impacts student achievement. NEAT will develop its successful instructional pedagogy using Lemov's research of proven teaching techniques which places data at the center of guiding student achievement (2010)<sup>1</sup> and DESE's teacher evaluation system.
- Strategies for Developing Classroom/School Culture: Teachers will
  participate in training that will equip them to build a positive, supportive
  learning environment and subsequently establish positive teacher-student
  relationships. Training may include establishing classroom norms and
  expectations, Crew Meetings, and supporting English Language Learners
  and refugee students.
- Technological Literacy: Workshops and practical lessons in how to integrate technology into the classroom to improve student engagement and facilitate more "time on task" will be provided. In addition, teachers receive training on how to integrate principles of technological literacy across disciplines. Organizations such as the International Technology Education Association (ITEA) can provide resources regarding technological literacy instruction for teachers.

## **Teacher Evaluation and Feedback**

Consistent supervision and teacher support is essential to ensuring that high-quality and appropriate instruction is occurring in all classrooms throughout the year, and will take multiple forms at NEAT. Ongoing professional development will be supported throughout each school year by the *Framework for Teaching* evaluation system, which incorporates teacher/mentor relationships and modeling, regular Executive Director/teacher support meetings, daily classroom observations, coaching and feedback. The *Framework for Teaching*, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies

Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossev-Bass.

those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The *Framework for Teaching* is a validated" instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores.

# **EXHBIT B.4 DRAFT PERSONNEL POLICIES**

# PERSONNEL SERVICES

**Policy 4110** 

# **Employment**

# **Equal Opportunity Employment**

The Board of Directors of the Northeast Arts and Technology is an equal opportunity employer.

The Board of Directors is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion.

The Board of Directors commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board of Directors is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

## PERSONNEL SERVICES

**Policy 4220** 

# Personnel Assignment and Transfer

# 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 contracts. The length of the teaching day will also be set by the Board.

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.

# **Normal Working Day**

Members of the teaching staff are required to be on duty fifteen (15) minutes before the beginning and fifteen (15) minutes after the close of the students' day.

It is recognized that professional duties and responsibilities extend beyond the student contact hours to include time for such activities as additional planning and evaluating, meetings, professional growth, parent conferences, sponsoring activities and participation in Open House and Academic Parent Teacher Team (APTT) meetings, if needed. These professional tasks will be equitably shared so that no staff member is given undue burdens.

# Snow/Emergency Days

In the event that schools are closed due to snow or inclement weather, teachers are not expected to report for work.

# **Duty Free Lunch**

Efforts will be made to provide an uninterrupted duty-free lunch period of at least twenty-five (25) minutes daily. When temporary, unanticipated emergency situations arise, teachers may not receive the full twenty-five (25) minutes.

The scheduling of lunch periods shall be determined by the Executive Director or supervisor. Staff members may leave the school building during such periods; however, clearance must be made through the Executive Director/designee and a prompt return to assigned duties is mandatory.

#### PERSONNEL SERVICES

Policy 4221

# **Personnel Assignment and Transfer**

## **Support Staff Duties, Schedules and Working Hours**

The school year and work calendars will be set annually by the Board.

Work hours may be changed by the administration as needed.

Regular attendance is essential in order to maintain a high quality educational program.

Support staff employees, with reasonable notice, will be subject to disciplinary action when their absenteeism is deemed to be excessive.

# **Overtime/Compensatory Time**

Employees are not eligible for overtime.

# PERSONNEL SERVICES

Policy 4310

#### **Absences, Leave and Vacation**

## **General Attendance**

Regular attendance is essential in providing students with a high quality of instruction. Eligible instructional staff will have available 12 days of sick leave per school year cumulative to 100 days. Eligible support employees have available 12 days of sick leave per year cumulative to 100 days.

When employees are absent more than 3 days in any semester or more than 10 days per school year, their absence is considered excessive.

The Executive Director/designee will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination.

# PERSONNEL SERVICES

Policy 4320

#### **Absences, Leave and Vacation**

#### Personnel Leave

The Board shall adopt regulations for the following types of leave for School employees:

- Sick Leave
- 2. Personal Leave
- 3. Bereavement Leave
- 4. Leave for Jury Duty

- 5. Military Leave
- 6. Leave of Absence
- 7. Family and Medical Care Leave (See Policy and Regulation 4321.)

Specific provisions of the various types of School leave are described below:

#### Paid Sick Leave

Sick leave may only be used for illness of the staff member or the staff member's immediate family. Immediate family is defined as spouse, parent, grandparent, child, sibling, daughter or son-in-law, grandchild, or non-family residing within the staff member's home. the Executive Director/designee may request a physician's statement regarding an absence and/or verification that the employee may return to work.

#### **Personal Leave**

Paid personal leave days may only be used for personal business that cannot be transacted in non-work hours. Personal leave days cannot be used for work stoppages, vacation or recreation use. Employees desiring to use personal days must schedule a request to the faculty principal at least one week in advance. the Executive Director/designee has the right to deny any request for personal leave that does not conform to the policy or would cause a hardship to students or staff. Employees will be provided with two (2) days of personal leave per year which shall be non-cumulative.

#### **Bereavement Leave**

A maximum of three (3) days may be used in any school year for bereavement purposes. Use of these days will be charged to personal leave and if insufficient personal leave is available, to sick leave. Bereavement leave is available only upon the death of a member of the employee's immediate family, as that term is defined in the sick leave regulation. Bereavement leave is not accumulative.

## **Leave for Jury Duty**

Employees called for jury duty, for participation in the jury selection process, or subpoenaed to testify in a civil or criminal proceeding will be granted leave with pay. Employees will receive their normal pay less any jury or witness fees received. Employees called for jury selection or service on a jury will not be requested or required to use annual vacation, personal leave, or sick leave for time required in such civic service.

# **Military Leave**

An employee who is a member of the National Guard, or an organized military service of the United States, and who is required by laws of the United States or the State of Missouri to report for military duty, including training, shall be eligible for a grant of military leave.

Application for military leave shall be made in advance, as soon as practicable after the employee becomes aware of his/her obligation to report and immediately upon the employee's receipt of official notice to report. A copy of the official orders must be added to the leave application. the Executive Director/designee must approve the application. Emergency mobilization orders shall be dealt with on an individual basis.

Northeast Academy of Arts and Technology recognizes that employees who receive notice to report for duty typically are not provided with discretion as to when to report. However, whenever an employee has a choice as to when to report for military duty, the employee's military leave shall be arranged during periods in which school is not in session. When the employee is given a choice as to when to report for duty, the Executive Director/designee may request that the employee seek a change in military orders if such a change appears to be in the best interest of Northeast Academy of Arts and Technology.

Employees shall receive leave with pay for the first fifteen (15) calendar days of military leave in each federal fiscal year. Additional military leave shall be without pay, except as required by federal and state law.

Each employee shall furnish a copy of the employee's military payroll voucher to the Executive Director/designee within thirty (30) days of the employee's return to regular assignment so that the necessary salary adjustments can be made.

Employee eligibility for reinstatement after military duty is completed shall be determined in accordance with federal and state laws.

#### Leave of Absence

Upon the recommendation of the Executive Director/designee and the approval of the Board, an employee of Northeast Academy of Arts and Technology may be granted a leave of absence for non-Family and Medical Leave Act (FMLA) child care, education, or other good cause. Such leave is renewable upon written request for one additional year only. Application for leave is to be made in writing to the Executive Director/supervisor and must include the period for which the leave is requested and the reasons for the request. The period should be set to least disrupt the education of students. Requests for leave for an entire school year should normally be made in writing before March 1 of the preceding year.

If leave is approved by the Board, the employee is not paid for the period of the leave. Insurance benefits may be continued by the employee by making all payments to the Payroll Office, one month in advance.

Whenever a leave of absence has been granted by the Board to the end of Northeast Academy of Arts and Technology year, the employee must notify the Executive Director in writing by the first day of March of an intention to resume his/her position at the beginning of the next school year. Failure to notify the Executive Director/designee of such intention will be regarded as a resignation.

Upon completion of an approved leave, provided proper notification is given, a teacher will be re-employed by Northeast Academy of Arts and Technology unless placed on involuntary leave of absence.

If desired, and whenever feasible, the employee will be placed on the same or equivalent position to the one held prior to the approved leave.

#### PERSONNEL SERVICES

Policy 4320

## Absences, Leave and Vacation

#### **Personnel Leave**

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- Sick Leave
- Personal Leave
- 10. Bereavement Leave
- 11. Leave for Jury Duty
- 12. Military Leave
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If desired, and whenever feasible, the employee will be placed on the same or equivalent position to the one held prior to the approved leave.

## PERSONNEL SERVICES

Policy 4410

# **Professional Activities, Training and Professional Growth**

# **General 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 proposed budget for that year with estimated costs to be approved by the Board.

As a result of the operation of this policy, employees will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administration and management techniques consistent with modern management development, will provide leadership that will assist each employee to make a maximum contribution to the School's effort to provide quality educational programs and services for all students.

## PERSONNEL SERVICES

Policy 4411

# Professional Activities, Training and Professional Growth

# <u>Professional Development Program</u>

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A

committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the "Outstanding Schools Act" Section 7 of Senate Bill #380 of the 87th General Assembly.

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 inservice 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 SERVICES

# **Professional Activities, Training and Professional Growth**

# **Professional Development Program**

The Board supports professional development of its certified staff through the maintenance of a professional development committee as well as assistance programs for new teachers and resource programs for experienced teachers.

# **Professional Development Committee**

The purpose of the committee is to identify instructional concerns and remedies; assist beginning teachers with the implementation of their professional development plan; serve as consultant at a personal teacher's request; arrange training programs for mentors; assess faculty needs; develop in-service opportunities for school staff; and provide Board administration with suggestions, ideas and recommendations concerning instruction.

# **Committee Composition**

Eligibility to serve on the committee will be restricted to certified employees. Members selected will serve for a staggered three (3) year term with one of the committee selected each of three years. New members will be selected by classroom teachers, librarians and counselors. New members will be selected on or by April 30 of the year preceding the member's term. Teaching will be completed by June 30 and membership will commence on July 1 of the new school year. Efforts will be made to insure that each attendance center is

represented on the committee and that a cross-section of grade levels and disciplines are represented.

# **New Teacher Assistance Program**

Each inexperienced teacher employed by the Board will be assigned a mentor. Mentors will be required to possess at least five (5) years of teaching experience and have received or be willing to complete mentor training. Mentors will work closely with their assigned new teachers during the teachers' first two (2) years upon request or at the direction of the building principal during the mentoring period.

New teachers, with the assistance of their mentors, will prepare professional development plans. The plans will be consistent with the evaluation criteria and will establish plans of development for the teachers' first two (2) years of teaching.

## PERSONNEL SERVICES

Policy 4510

# **Compensation**

## **Benefits**

The Board provides fringe benefits to full-time staff members. The extent and nature of fringe benefits provided may vary by employee group and work schedule.

Insurance coverage for staff members includes:

- 1. Liability Insurance
- 2. Workers' Compensation Insurance
- 3. Unemployment Compensation Insurance
- 4. Medicare Coverage
- 5. Medical/Dental Insurance
- 6. Kansas City Public School Retirement System

# **Compensation**

# **Group Insurance Benefits**

The Board directs that medical group insurance coverage for staff members will be provided. The Principal/designee will solicit proposals and make recommendations to the Board for approval of the insurance provider.

Employees shall be given information regarding COBRA benefits at the times of employment and separation.

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 public notice of the request for medical insurance bids and the provision of information about district participants, claims history, and the details of the School's existing health insurance policy and proposed modifications.

The insurance program for all school personnel who are eligible shall be determined by the annual school budget as first approved by the Board.

There may be years in which the amount determined by the Board to be set aside for personnel insurance benefit will not equal the total amount required by the coverage carrier. The employee must pay the difference or elect not to participate in the program; election not to participate must be approved by the Board.

If the employee elects not to take the Board benefit, the Board is not obligated to reimburse the employee an equal amount of the benefit not taken.

The final date for notification of participation in the health benefit by the employee is the date set by the insurance company.

Group insurance benefits are made available to full-time personnel, as defined by the School and/or the insurance provider.

# PERSONNEL SERVICES

Policy 4550

# Compensation

# **Retirement Compensation**

Retirement provisions for all eligible employees will be in accordance with the provisions of the Kansas City, Missouri Public Education Employees Retirement System (KCPEERS).

Full-time certificated staff, are subject to the Medicare portion of Social Security.

#### PERSONNEL SERVICES

Policy 4610

#### **Performance Evaluation**

#### Instructional Personnel Performance Evaluation

The Board's ultimate goal in education is to provide the highest quality educational experience to all students. The School performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

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 teacher every year.

All other District employees will receive summative evaluations annually.

#### Staff Welfare

### **Sexual Harassment**

Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of Northeast Academy of Arts and Technology to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of Northeast Academy of Arts and Technology to harass a staff member or student of Northeast Academy of Arts and Technology through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for Northeast Academy of Arts and Technology or while such student is under School supervision.

The Board of Education is committed to maintaining a work environment for its employees that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in Northeast Academy of Arts and Technology shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

## PERSONNEL SERVICES

Policy 4830

# Staff Welfare

# **Board/Staff Communications**

While the primary line of communication between the staff and the Board remains through the Executive Director, the Board expresses a desire to maintain open communication with the certificated and support staff. Open communication between Board and staff facilitates continuing improvement of education and the proper disposition of personnel matters that may arise.

Communication to the Board from School employees concerning personnel matters or personal complaints shall be filed in writing with the Executive Director. However, this procedure will not be construed as denying the right of any employee to appeal to the Board (regarding alleged misapplication of policy or administrative decisions) provided that the Executive Director shall have been notified of the forthcoming appeal and that it is processed in accordance with Board policies and regulations on staff complaints and grievances. Moreover, this policy will not be construed to preclude resident staff members from exercising their rights to discuss matters of public concern in the same manner as other School patrons.

All regular meetings of the Board are open for the public to attend. As such, they provide an excellent opportunity to observe the Board's deliberations on problems of staff concern. Staff members may participate in Board meetings in accordance with the policies and regulations regarding public participation at such meetings. Further, at times and with the knowledge of the Executive Director, the Board may invite staff members to speak at Board meetings or to serve on advisory committees to the Board.

#### **Board Communications to Staff**

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Executive Director, and the Executive Director will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

## PERSONNEL SERVICES

Policy 4850

#### **Staff Welfare**

#### Staff Dispute Resolution

The Board recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the School. The Board has adopted a formal process for dispute resolution that encourages specified employees to resolve concerns quickly and at the most immediate administrative level. This policy does not limit the right of any employee to file grievances under Policy and Regulation 4810 - Sexual Harassment, or Policy and Regulation 1310 - Civil Rights, Title IX, Section 504.

## **Staff Welfare**

# **Personnel Records**

Personnel files on all employees will be maintained in the School's administrative offices. It is the intent of the Board to maintain complete and current personnel files, including all information necessary to comply with the Fair Labor Standards Act, for all School employees.

The School will maintain the following information in personnel files: applications, certification documents, performance evaluations, current transcripts, employment contracts 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 file(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-toknow 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.

Information of a critical nature will not be entered or filed in the employee's personnel folder until the employee is given notice, as well as an opportunity to review the information and comment thereon. The employee will have the right to append a reply to the statement, which will also be included in the folder.

#### **EXHIBIT B.4: SAMPLE Staff Handbook**



# Introduction and Statement of Employment

This Staff Handbook is intended to help each employee become acquainted with Northeast Academy of Arts and Technology. It provides a general description of Northeast Academy of Arts and Technology employment policies and guidelines. We trust this manual will serve as a useful reference document throughout your employment with Northeast Academy of Arts and Technology.

Please read it with care; it is your responsibility to be in compliance with the policies and procedures it describes.

Employment with Northeast Academy of Arts and Technology is "at-will". The Northeast Academy of Arts and Technology and its employees mutually retain the right to terminate their employment at any time with or without notice and with or without reason. Unless set forth in writing and signed by the Executive Director, employment at Northeast Academy of Arts and Technology is for no specific period of time, and any statement inconsistent with this policy is unauthorized. Throughout this **SAMPLE** handbook, policies are stated regarding specific actions, which may result in termination of employment. These policies in no way limit or alter Northeast Academy of Arts and Technology's at-will policy.

This handbook summarizes the policies and procedures that are in effect as of January 1, 2017. None of the benefits or policies in this manual are intended by reason of this publication to confer any rights or privileges or to entitle the employee to be or remain employed by the Northeast Academy of Arts and Technology. The contents of this manual are presented as a matter of information only. With the exception of the at-will employment policy, the plans, policies, and procedures described herein are not conditions of employment and are subject to change by Northeast Academy of Arts and Technology.

If you are uncertain about any policies or procedures, whether or not they are referred to in this manual, please direct your questions to the Executive Director.

#### **NEAT VISION & MISSION:**

Vision: Northeast Academy of Arts and Technology graduates are engaged in advanced STEAM coursework and responsible participants in their community and the world.

For our students to be competitive in the workforce, there must be an educational paradigm shift regarding student learning and teaching beginning in the elementary school grades to produce more STEAM high school and college graduates. In defining our vision of success, NEAT looks to ensure our children from Kansas City, Missouri will be prepared for STEAM career opportunities. Subsequently, NEAT has established the baseline performance goals presented below. From the start, we expect to create a school culture that exceeds these goals that will serve as our baseline measures.

Mission: NEAT will advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

NEAT offer a rigorous STEAM curriculum integrated with project-based active learning. Northeast Academy of Arts and Technology builds mentoring partnerships for students with local industries and also with colleges. It creates a culture of high expectations where students form safe and strong relationships with teachers, peers, parents, mentors, and the community.

#### Assignment

Assignments of personnel are made by the Executive Director. Assignments are made on the basis of the employee's qualifications and the needs of Northeast Academy of Arts and Technology. Staff will not be assigned where they would be under the direct supervision of a member of the employee's immediate family.

# **Equal Opportunity Employment**

Northeast Academy of Arts and Technology is an equal opportunity employer and makes employment decisions on the basis of merit. Northeast Academy of Arts and Technology seeks to have the best available person in every job. Northeast Academy of Arts and Technology's policy prohibits discrimination based on race, color, creed, gender, marital status, age, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state, or local law or ordinance or regulation.

Northeast Academy of Arts and Technology is committed to complying with all applicable laws providing equal employment opportunities to individuals regardless of race, color, creed, gender, age, physical or mental disability, medical condition, religion, or sexual orientation. This commitment applies to all persons involved in the operations of

Northeast Academy of Arts and Technology and prohibits unlawful discrimination by any employee of Northeast Academy of Arts and Technology.

# Reasonable Accommodation of Disability

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Northeast Academy of Arts and Technology will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless due hardship to Northeast Academy of Arts and Technology would result. Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Executive Director and request such an accommodation.

#### **Teaching Certificates and Transcripts**

To teach in public schools in Missouri, teachers must possess an appropriate and valid teaching certificate. The certificate, along with copies of transcripts showing all college hours and degrees must be on file in the Business Office.

If the certificate or notice of intent to issue a certificate are not on file, no salary payments will be made.

#### Conflict of Interest

Employees have an obligation to conduct Northeast Academy of Arts and Technology business within guidelines that prohibit actual or potential conflicts of interest. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards or operation.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's dealings. For the purpose of this policy, a relative is any person who is related by blood or marriage or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumptions of guilt" is created by the mere existence of a relationship with outside organizations. However, if an employee has any influence on transactions involving purchases, contracts, or leases, it is imperative that the employee discloses to the Executive Director as soon as possible the existence of any actual or potential conflict of interest so that the safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Northeast Academy of Arts and Technology does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Northeast Academy of Arts and Technology.

The data, designs, plans, ideas, and materials of Northeast Academy of Arts and Technology are the property of Northeast Academy of Arts and Technology and should never be given to an outside form or individual. Any improper transfer of material or

disclosure of information, even though it is not apparent that an employee has personally gained by such action, constitutes unacceptable conduct.

#### Harassment

Northeast Academy of Arts and Technology prohibits sexual harassment and harassment based on race, color, creed, gender, marital status, national origin, physical or mental disability, medical condition, ancestry, religion, sexual orientation, or any other consideration made unlawful by federal, state, or local law or ordinance or regulation. Northeast Academy of Arts and Technology's anti-harassment policy applies to all persons involved in the operation of Northeast Academy of Arts and Technology and prohibits harassment by any employee of Northeast Academy of Arts and Technology, as well as, any person doing business with or for the Northeast Academy of Arts and Technology. Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs, or unwanted sexual advances, invitations, or comments.
- Visual conduct such as derogatory and/or sexually oriented emails, posters, photography, cartoons, drawings, or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with work because of gender, race, or any other protected basis.
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for having reported or threatened to report harassment.

If any employee believes that he/she has been subjected to any form of unlawful discrimination or harassment, the employee is requested to report such incident(s). Northeast Academy of Arts and Technology will immediately undertake an investigation of the harassment allegations and attempt to resolve the situation. If Northeast Academy of Arts and Technology determines that unlawful harassment or discrimination has occurred, disciplinary action will be taken in accordance with the circumstances involved.

Northeast Academy of Arts and Technology encourages all employees to report any and all incidents of harassment or discrimination forbidden by this policy immediately so that complaints can be quickly and fairly resolved. Each employee should also be aware that the Federal Equal Employment Opportunity Commission investigates harassment and/or discrimination in employment. If an employee thinks he has been harassed, discriminated against or retaliated against for revisiting or complaining, the employee may file a complaint with the appropriate agency.

#### **Immigration Reform and Control Act**

The Immigration Reform and Control Act of 1986 (IRCA) prohibits Northeast Academy of Arts and Technology from employing any person not legally authorized to work in the United States. In accordance with the requirements of IRCA, all persons commencing or resuming work after November 6, 1986, must submit to Northeast Academy of Arts and Technology documentation evidencing their right to work in the United States. Anyone submitting false documentation shall have employment immediately terminated. In fulfilling its obligations under IRCA, Northeast Academy of Arts and Technology reaffirms its commitment to comply with both state and federal non-discrimination laws.

Northeast Academy of Arts and Technology does not discriminate on the basis of citizenship. Any questions concerning IRCA and the required documentation should be directed to the Executive Director.

#### **Workplace Safety and Health**

Northeast Academy of Arts and Technology has established a policy providing a safe work place for all employees based on current federal, state, and local standards as well as proven "common sense" safety practices. Northeast Academy of Arts and Technology strives to maintain working conditions, which afford all employees and members a reasonable degree of comfort and protection from injury or dangerous situations while assuring orderly and efficient performance of duties. However, it is only through the combined efforts and interest of all employees that we can continue to make Northeast Academy of Arts and Technology a safe place in which to work. Employees are expected to work safely, observe safety regulations, and report unsafe work conditions. Any unsafe condition must immediately reported to the Executive Director.

#### **Smoking Policy**

Northeast Academy of Arts and Technology is committed to enforcing the provisions of the state and local law regarding smoking in the workplace. Accordingly, Northeast Academy of Arts and Technology's policy on smoking is as follows:

- It is recognized that smoking is dangerous to the health of the smoker and that second-hand smoke is a cause of disease including lung cancer, in healthy nonsmokers. The simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure to nonsmokers to environmental tobacco smoke. This applies to all smoking products, i.e., cigarettes, cigars, and pipes. This policy has been developed to protect all persons from the exposure to environmental tobacco smoke and to ensure a safe working environment.
- Smoking is prohibited in all facilities and areas of the entire workplace with no exceptions. Smoking is not permitted anywhere at Northeast Academy of Arts and Technology, including all common work areas, elevators, hallways, vehicles, restrooms, conference and meeting rooms, and all other enclosed or outdoor areas in the workplace. The policy applies to al employees, consultants, contractors, and visitors.
- Any disputes involving smoking will be referred to an immediate supervisor.

- No person or employer shall discharge, refuse to hire, refuse to serve or in any
  manner retaliate against any employee, applicant, or student because such
  employee, applicant or student takes any action in furtherance of the
  enforcement of this regulation or exercises any right conferred by this regulation.
- Northeast Academy of Arts and Technology encourages all smoking employees to quit smoking. Northeast Academy of Arts and Technology is available to provide you with contact information for Smoking Cessation resources and self-help materials for those employees who want to quit. For further information about these services, please contact the Executive Director.
- Any questions regarding the smoke-free workplace policy should be directed to the Executive Director.

# **Alcohol and Drug-Free Workplace Policy**

Northeast Academy of Arts and Technology has an obligation to provide an environment that is free of illegal drugs and alcohol. Illegal drugs and alcohol abuse compromises employee productivity, threatens the quality of our school, and invites the risk of injury or damage to Northeast Academy of Arts and Technology students, employees, and property. Possessing, consuming, selling, attempting to sell, or distributing illegal drugs, as well as being under the influence of a controlled substance or alcohol during work hours, or on Northeast Academy of Arts and Technology premises is strictly prohibited. Employees are expected to remain responsible, professional, and sober at all times. Consumption of alcohol on Northeast Academy of Arts and Technology field trips or sponsored events is prohibited. Northeast Academy of Arts and Technology reserves the right at all times and without prior notice to inspect any and all property for the purpose of determining if this policy or any other Northeast Academy of Arts and Technology policy has been violated. Such inspections may be conducted during or after business hours and in the presence or absence of the employee. All containers, including, but not limited to bags, boxes, purses, briefcases, lunch containers etc. brought on to Northeast Academy of Arts and Technology premises are subject to Northeast Academy of Arts and Technology's inspection at any time a Northeast Academy of Arts and Technology representative has a reasonable suspicion that this policy has been violated and such inspection is reasonably necessary in the investigation of such violation(s). Violation of this policy will result in disciplinary action. up to and including termination.

It is a condition of employment that each employee abides by this policy and notifies the Executive Director of any criminal drug convictions within five (5) days of such a conviction. Northeast Academy of Arts and Technology has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. The Executive Director will take appropriate disciplinary action up to and including termination of employment.

#### Terms of Employment

Employment with Northeast Academy of Arts and Technology is "at will". Northeast Academy of Arts and Technology and its employees mutually retain the right to terminate their employment at any time with or without notice and with or without reason.

Unless set forth in writing and signed by the Executive Director, employment at Northeast Academy of Arts and Technology is for no specific period of time, and any statement inconsistent with this policy is unauthorized.

#### **Employee Termination**

Upon termination of employment from Northeast Academy of Arts and Technology, the employee must return all supplies, keys, technology equipment, student and family information, and other Northeast Academy of Arts and Technology property.

#### **Employee and Member Classification**

- Full-time employees are those employed to work regularly at least 40 hours per week. All full-time employees and members are eligible for all benefits as described below. These requirements will be explained to the employees at the time employment at Northeast Academy of Arts and Technology begins and this information will remain available during employment.
- Part-time employees are those employed who work regularly less than 40 hours per week. Part-time employees and members do not participate in or receive benefits except as described below.
- Temporary employees may work any number of hours up to and including fulltime
- Temporary employees are those employees who are generally hired through a temporary placement agency due to heavy workloads, special projects, or when a regular, full-time employee is on a leave of absence. Temporary employees do not participate in or receive benefits as described below.
- The Federal Fair Labor Standards Act and any applicable state laws classify all employees at Northeast Academy of Arts and Technology as "exempt" employees. This means they are exempt from overtime provisions of this act.
- Consultants are individuals that work for Northeast Academy of Arts and Technology for a specified timeframe. Consultants do not participate in or receive benefits as described below.

#### Salary

An employee's annual salary are paid over twenty-four (24) equal monthly installments.

#### Pay Periods

Employee paychecks are distributed bi-monthly on the fifteenth and last day of each month, except when those days fall on a holiday or a weekend, in which case checks are distributed on the prior work day.

We encourage all employees to participate in automatic payroll deposit, but will accommodate those employees who wish to be paid by standard check. An employee's check will not be released to another person without the written authorization of the employee in question. Salary and bonus information should be kept confidential.

At the end of the calendar year, the employee is supplied with his or her Wage and Tax Statement (W-2) form. This statement summarizes the employee's income and deductions for the year.

#### Garnishments

If Northeast Academy of Arts and Technology receives an order to garnish an employee's wages, it must comply with that order reduce take-home pay by the amount ordered. A wage garnishment can be released only at the discretion of the federal, state, or local agency ordering the garnishment.

#### **Grievance Procedure**

The Board believes that all complaints, to the extent possible, should be resolved informally and at the lowest level possible. However, for those situations requiring invocation of the formal process, we are committed to adherence to this process that values the concerns of our staff, parents, students and the public.

#### A. Complaints Against District Employees

To promote prompt and fair resolution of the complaint, the following procedure shall govern the resolution of complaints against district employees:

## Step 1: Informal Resolution

Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee involved in order to resolve concerns. If the complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may file a written complaint directly with the Executive Director or the employee's immediate supervisor. (Step 2)

## Step 2: Filing a Written Formal Complaint

Written complaints shall be made using the district's Complaint Form (Exhibit A). All complaints must include:

- a. The full name of each employee involved;
- b. A brief but specific summary of the complaint and the facts surrounding it, and;
- c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. When a written complaint is received, the complaint will be processed within 48 hours.

#### Step 3: Site or Department Hearing

Within five (5) working days of receipt of the written complaint, the immediate supervisor or Executive Director shall confer with the parties involved. The immediate supervisor or Executive Director shall provide a written response to all parties within five (5) working days from the date of the conference with the parties. Both the complainant and the employee against whom the complaint was made may appeal the response issued by filing the Complaint Form.

## C. Reporting

The Executive Director or designee shall report to the Board of Directors annually regarding all complaints filed reaching Step 3 of this policy. The annual report shall at a minimum include:

- i. The number of complaints filed at each Step for the reporting period:
- ii. An issue summary of the complaints for the reporting period; and
- iii. An analysis of complaints

#### **Tuberculosis Testing (TB Testing)**

All employees of the School must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB before hire or volunteer date. The examination for tuberculosis consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB exams will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to NEAT will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with NEAT students.

# **Security Protocols**

NEAT has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desk, classroom or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director, when keys are missing or if security access codes or passes have been breached.

#### Office Hours

Northeast Academy of Arts and Technology office is open from 6:00 am to 6:00 pm Monday through Friday, excepting scheduled days when the office is closed. Absent special workload reimbursements, employees are expected to work those hours as established at the time of their employment with reasonable lunch period and breaks scheduled. Work schedules may vary from employee to employee based on position, office policy, and /or special staffing requirements.

The Northeast Academy of Arts and Technology mission may require extended working hours for employees.

## **Punctuality and Attendance**

Punctuality and regular attendance are expected of all employees at Northeast Academy of Arts and Technology. Employees should report to work as scheduled, on time, and prepared to start work. If an employee intends to arrive at the office after the start of his/her scheduled workday, he/she must inform the Executive Director as early as possible prior to the employee's start time. Any employee who must be absent for any reason during the work hours must inform the Executive Director. Planned absences can be scheduled two weeks in advance with the Executive Director. If any employee fails to report to work without any notification to the Executive Director and the absence continues for a period of three (3) days, Northeast Academy of Arts and Technology will consider that such employee has abandoned his/her employment and has voluntarily terminated employment with Northeast Academy of Arts and Technology.

#### **Proper Attire**

Northeast Academy of Arts and Technology expects all staff to dress professionally in "business casual" attire they would feel comfortable wearing in the presence of their board members, school funders, or parent/guardian visitors. The following items are considered inappropriate: jeans, shorts, tank tops, sweat suits, flip-flops, sneakers, and overly revealing clothing. In addition, ripped or soiled clothing is also inappropriate. Exceptions to this policy may be made on certain occasions (e.g. field trips, outdoor activity events, etc.) and for staff working in Physical Education.

#### **Personal Information**

Personal data for all employee and staff, such as address, telephone numbers, name changes, number of dependents, beneficiaries, and tax withholding information should be kept up to date. Each employee is requested to report any changes to the Executive Director as quickly as possible. Unless such disclosure is required by law, Northeast Academy of Arts and Technology will not release personal data to anyone who is not employed by Northeast Academy of Arts and Technology or an outside agency unless specifically authorized by the employee.

#### Personal Leave/Sick Days

Any staff member who is ill and cannot come to work must notify the Executive Director's office either in person or by phone as quickly as possible to plan for instruction. Northeast Academy of Arts and Technology may require medical certification of illness in order to grant sick pay to employee. One half paid sick day is earned each pay period and may be carried over.

To schedule planned personal days, employees should request advance approval from the Executive Director's office no fewer than two weeks prior to the date(s) in question. Requests will be reviewed based on instructional needs of students, staffing requirements, and scheduled vacation of other employees. Planned absences of more than one week must be approved at least six weeks in advance. Paid personal leave is limited to two days per year and may be carried over.

#### **Personal Leave of Absence**

All eligible employees will be permitted twelve weeks of unpaid Personal Leave of Absence in association with the following:

- The birth of a child
- · The adoption of a child
- A "serious health condition" (as defined below)
- To care for an immediate family member who has a "serious health condition" (as defined below)

Northeast Academy of Arts and Technology reserves the right to deny a request for Personal Leave of Absence under certain conditions. A "serious health condition" is generally defined as a circumstances entitling an employee to a Family Medical Leave Act absence die to an illness, injury, impairment, or physical or mental condition that involves either (1) inpatient care or (2) continuing treatment by a health care provider.

Subject to the terms, conditions, and limitations of the applicable plans, Northeast Academy of Arts and Technology shall continue to provide health insurance coverage for up to six weeks of personal leave. After that time, employee will become responsible for the full costs of these benefits under COBRA, or similar state statutes if the employee wishes to continue coverage. When the employee returns from leave, benefits will again be provided according to all applicable plans.

#### Medical, Dental, and Other Insurance

Northeast Academy of Arts and Technology provides all full-time employees with medical, vision, AFLAC, dental and life insurance. Eligibility requirements, coverage, enrollment periods, and other benefits information will be covered annually during open enrollment. Employees may participate in additional retirement 403(b) savings.

## **Worker's Compensation**

Northeast Academy of Arts and Technology provides worker's compensation insurance for all employees as required by law. All employees should report to the Executive Director any injuries suffered as a result of employment activity at Northeast Academy of Arts and Technology as quickly as possible. Neither Northeast Academy of Arts and Technology nor its insurer will be liable for the payment of worker's compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of, required by, or an expected part of the employee's work-related duties.

#### Travel and Business Expense Reimbursement Policy

The purpose of this policy is to document the allowable travel expenses eligible for reimbursement. All expenses detailed in Northeast Academy of Arts and Technology Travel and Expense Form must be accompanied by a receipt or supporting documentation. Failure to provide such will result in denial of reimbursement. Northeast Academy of Arts and Technology does not offer a per diem rate.

Airport Parking: Long-term parking should be used for travel exceeding twenty-four hours.

**Taxi/Shuttle/Public Transport/Rapid Transit:** Employees should evaluate their individual circumstances and select the safest, most economical alternative when traveling to and from all destinations. Taxi, shuttle, and public transport expenses must be accompanied by a receipt and must not be for personal use.

**Personal Vehicle:** When required to travel by personal vehicle outside the greater Kansas City metro area, mileage will be reimbursed using the standard IRS rate. Staff is not authorized to transport students in personal vehicles at any time. Proof of adequate insurance coverage must be on file with the school in order to process personal vehicle reimbursement requests.

**Lodging:** In-room movies and use of hotel gym, massage services and sauna facilities will not be reimbursed. Laundry services and valet parking are generally considered non-reimbursable expenses. Hotel stays in excess of five days may warrant reimbursement for laundry services. Acceptable lodging rates will be provided by the Executive Director based on standard IRS recommendations for various locations.

**Meals**: For travel to conferences that include meals, employees will be reimbursed for two meals per day on travel days only. For conferences that do not include meals or for all other work-related travel, total daily meal expenses should not exceed \$40 for the employee traveling. All meal expenses must have receipts.

**Alcohol**: Alcohol purchases will not be reimbursed by the school.

#### **Telephone Usage**

School telephones are for school business use. Personal calls (incoming and outgoing should be limited to essential matters and should be of short duration. During the instructional day, phone call interruptions to classrooms will be limited to emergencies only.

#### **Technology and Equipment Usage**

Northeast Academy of Arts and Technology provides employees with computer equipment and on-line access to internal and external networks, including the Internet, so that employees may communicate more efficiently and accomplish Northeast Academy of Arts and Technology's educational goals. Use of computer equipment or on-line access provided by the school is subject to the following general conditions:

- Your use of computer equipment and on-line access should be for Northeast Academy of Arts and Technology's purposes and not for more than incidental personal use.
- Use of equipment or on-line access provided by Northeast Academy of Arts and Technology for any illegal purpose is prohibited. Such use includes, but is not limited to:
- Gaining unauthorized access to or intentionally damaging other computer systems or networks or the information contained within them

- · Committing theft, fraud, or other criminal acts of any kind
- Distributing or obtaining illegally copied software, graphics, sounds, texts, or other material
- Sending or posting harassing or threatening messages or pornographic or indecent content
- Northeast Academy of Arts and Technology will cooperate with law enforcement authorities to prosecute offenders.
- Northeast Academy of Arts and Technology reserves the right to monitor all online communications to ensure that appropriate and lawful purposes are being pursue and to limit connections solely to Northeast Academy of Arts and Technology-related resources.
- All information stored on Northeast Academy of Arts and Technology computers, including e-mail communications, belongs to Northeast Academy of Arts and Technology.
- Northeast Academy of Arts and Technology may inspect all such computers and information at any time as necessary for the conduct of its business.

**Disciplinary Action:** Abuse of the Northeast Academy of Arts and Technology's computer equipment or on-line connection or other violation of this policy will result in disciplinary action, up to and including termination.

### Keys

For the security of Northeast Academy of Arts and Technology, all staff are expected to exercise great care in handling school keys. The following procedures should be followed regarding the use and handling of Northeast Academy of Arts and Technology keys:

Keys are property of Northeast Academy of Arts and Technology and must be returned to the Executive Director upon completion of employment. Failure to do so can result in withholding of any unpaid compensation. Lost keys must be reported immediately to the Executive Director. Replacement keys can be picked up at the office only after the expense to duplicate the key(s) is made by the person responsible.

#### Security

General security is the responsibility of all employees during regular business hours. Staff should make sure all doors and windows are closed and locked when exiting a room for the day. Storage closets that hold purses, personal belongings and student records should never be left open. All staff are expected to question any unknown person seen walking through the hallways. Staff should never attempt to force any individual to leave a building if he/she is uncooperative. Contact the office or call police (911).

#### Medicine

It is the policy of Northeast Academy of Arts and Technology that students not be in possession of any medication nor take any medication during regular school day or on school premises in an unsupervised manner. Employees are also not permitted under any circumstances to give a student any medicine (prescription, over the counter, or

otherwise). When required, student staking prescription medicines will do so in the main office under the guidance of the Executive Director or secretary. Teachers are asked to cooperate in ensuring students are in compliance with their medicines. Students who become ill or injured should be sent to the main office, or staff should call for immediate medical assistance (911) as the situation dictates.

#### **APPENDIX A**

#### HARASSMENT COMPLAINT FORM

It is the policy of NEAT that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that NEAT may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of NEAT, you may file this form with the Executive Director or Board President.

Please review NEAT's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

NEAT will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, NEAT will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the NEAT will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:	Date:					
Date of Alleged Incident(s):						
Name of Person(s) you believ else:	e harassed you (sexually or otherwise) or someone					
List any witnesses that were p	resent:					

List any witnesses that were present: Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.). Attach additional pages, if needed:

I acknowledge that I have read and that I understand the above statements. I hereby authorize NEAT to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date:

Signature of Complainant

\_\_\_\_\_

#### **Employee Acknowledgement**

I have reviewed my copy of Northeast Academy of Arts and Technology Personnel Policies. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in this document.

I understand that except for employment at-will status, Northeast Academy of Arts and Technology can change any and all policies or practices at any time. Northeast Academy of Arts and Technology reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that no board member, supervisor, or representative of Northeast Academy of Arts and Technology has the authority to enter into any agreement, express or implied, for employment for any specific period of time or to make any agreement for employment other than at-will; only the Executive Director has the authority to make any such agreement and then only in writing.

My signature certifies that I understand the foregoing agreement on at-will status is the sole and entire agreement between Northeast Academy of Arts and Technology and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with Northeast Academy of Arts and Technology.

#### Signature Page

Employee's Signature:	
Employee's Printed Name:_	
Date://	
Cc: Personnel File	

# DRAFT: Full Time Employee Benefits 2017-2018 Northeast Academy of Arts and Technology

Kansas City Public School Retirement 7.5% deduction

Matched by Northeast Academy

of Arts and Technology Questions: 816-472-5800

**Health Insurance Options** 

1) Health Savings Account Medial Tax free account

2) United Healthcare Premium:

NEAT pays 80% Family/dependent (Employee Expense)

**Dental Insurance (KC LIFE)**NEAT pays 100%

**Life Insurance** 50,000 policy

Long term Disability NEAT pays

Professional Liability Insurance \$1,000,000

coverage provided

AFLAC NEAT pays 100%

403(b) Retirement Option

**Direct Deposit** 

Lifetime Fitness Reimbursement NEAT reimburses 50%

of any fitness membership

### **B.5 Student Recruitment and Enrollment**

In A.5 Target Population, we analyzed the diversity of the northeast Kansas City area, and demonstrated that there is currently only charter one school with a dedicated STEM focus. In this section we will describe the extent of community support for our school and our plans for further engagement, and the process and timeline for student enrollment.

## **NEAT Demographic and Enrollment Projections**

According to a 2014-2015 IFF study of highest need zip codes in Kansas City, Missouri, the NEAT targeted zip codes have 2262 children age 5-17 in need of quality school options. 81.2 % of these school age children live below 185% of the Federal Poverty Level (FPL). 49.7% of children speak English less than very well. For example, of 196 children who speak English less than very well, 141 speak Spanish, 13 speak another Indo-European language, 40 speak an Asian or Pacific Island language. NEAT also looked closely at the population of school children who have changed residence in the past year. In the NEAT targeted zip codes, 533 school age children have changed residence in the last year, or 69.1%.

NEAT is applying for a K-8 charter that will open in August , 2017. Our school will open with 180 students in kindergarten, first, and second grade, representing three sections of 60 students per grade. We will add three classes of kindergarten students each year until the school serves approximately 420 students in grades K-6 during the 2021-2022 school year. By providing families with a rigorous, neighborhood STEAM charter school, NEAT anticipates a low rate of student attrition, estimated at 3% and will enroll students from a waitlist to ensure full enrollment. NEAT will backfill across all grade levels to maintain enrollment projections, when seat becomes available.

**NEAT Enrollment Projections** 

Grade Level	YR 1 2017-2018	YR2 2018-2019	YR3 2019-2020	YR4 2020-2021	YR5 2021-2022
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3		60	60	60	60
4			60	60	60
5				60	60
6					60
School Total	180	240	300	360	420
% ELL	80	80	80	80	80
% SPED	10	10	10	10	10

## **Community Demand and Support**

To ensure that we recruit the student population we propose to serve, we have engaged in expansive and intensive outreach efforts. We have connected with residents and families throughout the northeast, engaging in conversations about what families want for their children and how that aligns with our proposal. Northeast neighborhoods are demanding better schools and welcome NEAT's application. We have received letters of support from individual community stakeholders as well from organizations such as Score One for Health, MU Extension, Kansa City Young Audiences, KC STEM Alliance, and Councilwoman Jolie Justus. NEAT will continue add support over the coming months. Please see B. 5 Letters of Support. NEAT will create opportunities through which community partners from arts organizations, businesses, higher education entities, cultural, and social service sectors can enter the lives of our students as supplemental educators, allowing them to enter "real world" settings for complementary, educational experiences.

Since 2014, NEAT has actively engaged in conversations with the Northeast community. The breadth of outreach conducted to date has ensured that NEAT has a strong and positive presence within the community ahead of the 2016-17 pre-opening year. Our Executive Director, Nicole King, starting October, 2016 will be leading the effort to continue these activities and garner further support to reach full enrollment on schedule.

• Parent demand and support: Approximately one year prior to opening, NEAT has received signatures and statements of support from over 100 parents who are actively interested in enrolling their children in our schools. The vast majority of these parents live in a zip code located

within the Northeast area. These signatures and statements of support have been gathered following in-depth discussions with parents regarding NEAT's model and plans, along with a general petition/signature sheet.

• Informational Meetings: NEAT will present at northeast based neighborhood associations, in Northeast public housing centers and Northeast KC Public Library. NEAT will continue to organize such meetings throughout the pre-opening year, focusing on engaging with parents and families with children entering kindergarten, first and second grade in 2017.

## **Expanding High Performing Public School Options in Northeast**

Throughout the outreach and engagement NEAT has conducted, we have consistently heard from parents and community organizations that they want academically high performing school options in the Northeast. The Kansas City Public School District (KCPS) has undergone clear gains in district-wide performance. Recently, charter schools such as Crossroads and KIPP have expanded, adding grade levels. Each requiring parents to place their children on buses to schools located miles from their neighborhoods.

Parents cite the lack of access to neighborhood, high performing STEAM public school options for families in northeast, Kansas City. As a result, many of the charter school options have placed many students on waiting list, unable to access quality educational choices for their families. Many families feel trapped by their zip codes.

The table below shows Proficient/Advanced student Missouri Assessment Program (MAP) results for public and public charter schools in the Northeast area.

KCPS	Grades	ELA- MAP Grade 3 2014- 2015	ELA- MAP Grade 4 2014- 2015	ELA- MAP Grade 5 2014- 2015	Math- MAP Grade 3 2014- 2015	Math- MAP Grade 4 2014- 2015	Math- MAP Grade 5 2014- 2015
Gladstone	K-5	22%	38%	46%	32%	30%	33%
James	K-5	43%	48%	67%	44%	21%	53%
Garfield	K-5	17%	10%	15%	14%	8%	0
Charter							
Schools							
SVN	K-8	50%	43%	53%	36%	34%	30%
Frontier	K-12	45%	49%	39%	40%	38%	24%
Della Lamb	K-5	6%	19%	30%	0	0	6%

The following table lists elementary/middle schools that are operating in the northeast and 2015 enrollment, grades served, F/L percentage as well as MAP data.

School Name	Enrollment/ Free/Red. Lunch	School Type/Zip	Grades	MAP Data Prof./Adv %
Gladstone Elem.	554 84%	District, Neighborhood 64123	PK-6	CA: 33% MA: 28% SCI: 26%
Garfield Elem.	799 59%	District, Neighborhood 64124	PK-6	CA: 22% MA: 12% SCI: 7%
Scuola Vita Nuova	200 94%	Charter 64124	K-8	CA: 39% MA: 49% SCI: 31%
Della Lamb- Wallace	602 97%	Charter 64124	K-8	CA: 16% MA: 3% SCI: 11%
Alta Vista Elem	220 95%	Charter 64127	K-2	No Data
Frontier School	670 97%	Charter 64120	K-5	CA: 40% MA: 37% SCI: 31%
Holy Cross	196	Catholic 64123	PK-8	No Data

#### **NEAT Recruitment Plan**

Leveraging this need for access to project based learning within a STEAM environment are important pieces of our recruitment plan. NEAT will undertake the measures, such as those listed below to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring English translation. The most intensive outreach efforts will take place in areas of northeast, Kansas City, Missouri, where there is the highest likelihood of reaching students meeting one or more "high-risk" factors defined in R.S.Mo 160.405.2(4), particularly students who are, "at least one year behind in satisfactory completion of course work . . . limited English proficiency . . . eligible for free or reduced-price school lunch, lack of access to quality early childhood programming. As noted by the MAP data, NEAT plans to focus on maximizing student enrollment by recruiting from neighborhood schools such as Gladstone Elementary, Della Lamb Charter, Garfield Elementary and Holy Cross Catholic School.

NEAT has budgeted \$10,000 in the pre-opening year to support marketing and recruitment tools:

- Community meetings: NEAT will organize and host informational meetings with families who are exploring school choices to present our mission and plans, along with detailing the schools' enrollment processes. The meetings will be held in both small and larger, town hall style settings.
- Preschool and Head Start engagement: NEAT has met with two Head Start sites within the Northeast area. Further engagement with staff and parents at sites such as these will be a priority in the preopening year.
- Neighborhood and door-to-door engagement: Our Executive Director, Dr. King will closely engage with families and the community in Northeast when she begins full-time employment. Dr. King will continually monitor the community for new organizations and businesses with which to form relationships, and serve as the lead in conducting initial outreach with new contacts and potential partners.
- Civic groups and neighborhood associations: NEAT will continue to build on the relationships developed with neighborhood associations, councils and housing developments in Northeast. NEAT has engaged with, and received letters of support from the Northeast Chamber of Commerce, Scarritt Neighborhood Association, and the Indian Mound Neighborhood Association, each of whom serve communities in Northeast (see letters of support Appendix B) and will continue to meet with parents and community members in these forums.
- Radio/newspaper advertisements: NEAT will use of radio and newspaper advertisements to promote enrollment. NEAT will work to publicize the school in the Northeast News, Kansas City Star and Dos Mundos.
- Student recruitment/informational fairs: NEAT will participate in the various student recruitment fairs in Kansas City. NEAT will engage with organizations to ensure parents district wide have the tools and information to enroll in our school.

• Online and social media promotion: NEAT will create a page to promote the school.

In addition to traditional marketing vehicles available to leadership (newspaper ads, signs, and radio spots), NEAT will also utilize—conversations with families and businesses, information distribution at local events and places where people regularly gather (community fairs, places of worship, barber and beauty shops, libraries, etc.), frequent informational meetings at public venues in the target neighborhoods, and a sensitivity to the unique circumstances of working parents/guardians in attending or participating in recruitment activities.

NEAT will also develop an online web site resource for families where they can learn more about the school and submit enrollment documentation.

NEAT will employ a variety of techniques to ensure full enrollment throughout the five-year charter term. We will continue to prioritize ensuring all families have equitable access to our school. NEAT will conduct the following to ensure that parents are aware of, and excited to enroll their children at our school

NEAT will work diligently to ensure that individuals conduct these efforts with appropriate language fluency for the target audience at each event. As needed, an interpreter/Board Member will be involved in the communication process, and will also help develop resource and promotional materials in multiple languages.

## **Student Enrollment and Lottery Process**

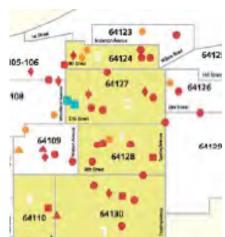
All students who reside within the Kansas City Public School District (KCPS) boundaries will be eligible to enroll at NEAT. The enrollment process will be fully compliant with 160.410 RSMo. We will develop enrollment materials and forms in multiple languages. These materials will be available in hard copy and online for parents and guardians to complete. NEAT will participate in a common application if this option becomes available.

NEAT intends to utilize a geographic enrollment preference. The geographic preference will only be enacted if the number of applications is greater than the grade level capacity. The boundaries for the geographic neighborhood preference area are detailed below. NEAT is enacting these boundaries to ensure that our school addresses the highest need targeted zip codes as described in *A.5-Target Populations*.

#### The boundaries are:

North: Cliff DriveSouth: 31ts Street

West: Woodland AvenueEast: Topping Avenue



The enrollment/application process for NEAT will apply to all students who reside within the boundaries of KCPS and have submitted a complete application prior to the publicized deadline.

## **Lottery Overview**

Within the time limits and priorities described below, students shall be enrolled at NEAT on the basis of lottery, without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for special education services. Enrollment is determined by a random lottery system. All complete applications turned in by the deadline will be eligible for the lottery. All applicants are randomly assigned a number which is then drawn randomly during the lottery. Should there be more lottery applicants than available seats, students are randomly assigned waitlist numbers. The drawing will be open to the public and families will be welcome to attend. However, families are not required to be present at the time of the drawing to be eligible for admission.

Results will be published in English and Spanish and posted online, in hard copy as well as mailed to all applicants. Drawings will be held for each grade level in which there are fewer vacancies than children interested in attending. The waiting list will be kept at the school and will remain valid for the duration of the academic year. If a student withdraws or is expelled from the school, that seat will be offered immediately to the next person on the wait list. Wait list are

cleared and students are bumped up one grade level for the lottery the following year.

#### DRAFT: TIMELINE FOR LOTTERY

January 3, 2017 Application forms made available

March 15, 2017 Application window closes at 5:00 pm CST

March, 25, 2017 Public Drawing (if necessary)

April 25, 2017 Enrollment results mailed and phone calls made to

families

May, 15, 2017 Deadline to confirm intent to enroll and submit

enrollment letter

July, 2017 Home visits and orientation

A lottery will be held if demand for the schools (number of applications) is greater than the total number grade level seats. The Board will develop lottery policy to decide the specific dates and times of the enrollment/lottery process. We have included a draft for a suggested timeline.

We anticipate holding the lottery in Spring 2017. Our Executive Director will utilize all available tools to publicize the lottery, including our website, social media and neighborhood associations. Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached and the remainder is placed on a waiting list. The "waiting list" will rank applications that were submitted during the enrollment period. Applications received after the enrollment period has ended will be added to the bottom of the waiting list. These applicants will be identified by number and by grade.

Below is a list of enrollment preferences (in order) that will be enacted in the case of a lottery:

- Siblings (once one child in a family is accepted, or siblings of returning students)
- The children of current, full-time NEAT employees (must adhere to the KCPS residency requirements)
- Students who reside within the geographic boundaries described above
- All students who reside within the Kansas City School District

Admission to NEAT will not be restricted due to race, gender, ethnicity, English proficiency, national origin, disability, or socioeconomic level.

#### DRAFT LOTTERY POLICY

## **NEAT** has established the following policy regarding student admissions:

On a predetermined day in February, a public lottery will be held to determine admission to the school for siblings of enrolled students, and Kansas City, Missouri School District residents. Admission to kindergarten is based on the student reaching the age of five by the deadline of August 1. KCPS residents applying for kindergarten must meet the cut off date of July 1. Placement in all other grades is contingent on the successful completion of the prior academic year.

During a given academic year (September – June) or during the summer months (July and August) prior to the start of that academic year, when a space becomes available the waitlists established at the lottery will be used to determine admission to the school. If a family, for whatever reason, chooses not to accept the space, they will be withdrawn from the waitlist.

All applications received prior to the established cut-off date will be eligible for participation in the admission lottery. At the lottery, only new spaces will be included in lottery.

Applications received after the lottery will be held in a reserve pool. A reserve pool will be established for each of the four waitlists.

The following list outlines the priority order for admission with regard to waitlists and the reserve pool:

- Siblings (once one child in a family is accepted, or siblings of returning students)
- The children of current, full-time NEAT employees (must adhere to the KCPS residency requirements)
- Students who reside within the geographic boundaries described above
- All students who reside within the Kansas City School District

## **Lottery Procedures**

- All applications received prior to the established cut-off date will be eligible for participation in the admission lottery.
- Prior to the lottery, applicants will be assigned numbers. Families who
  have more than one child seeking admission to the school will be given
  one family number.
- Spaces available in any grade will be filled from the Sibling waitlists before students on the KCPS Target zip code waitlists are offered spaces.
- Each lottery card will be placed in a sealed plastic bag with a label with the appropriate lottery number. When pulled, these labels will be posted on the appropriate grade level lists.
- Prior to the assignment of open spaces in any classes, all numbers will be pulled from a common hopper and rank orderings for siblings, and target

zip code residents will be established. Spaces will be assigned starting with the kindergarten class and will then move up through the remaining grades.

- These rank orderings will be used to assign students to available spaces in classes or, if there are no available spaces, to the respective waitlist in the order that the number was pulled from the hopper.
- In the case where two or more siblings (with no siblings enrolled in the school) are applying for admission, and one sibling is admitted to a class, the placeholder card on the master-ranking list for the other sibling(s) will be marked "Sibling" only once their admitted sibling completes their first day of school at NEAT.
- Families who are admitted will be sent letters of intent. Families will have
  two weeks from the date of the April lottery to return their letters of intent.
  Families who do not return the letter of intent by the end of this two-week
  period will be dropped from the school's rolls and the space will be filled
  from one of the two standing waitlists.

In the case where a space becomes available during the academic year (September – June) the space is filled with the current lottery waitlist.

During the summer months (July and August) prior to the start of that academic year, the space (following the priority ranking listed above) should go to an individual on the next academic school year lottery waitlist in the same priority categories.

## **B.6 Parent/Guardian, Community, & Employee Involvement**

NEAT will establish an ongoing partnership between the school, family, and community ensuring mutual responsibility and accountability for students' learning, academic, and social-emotional development. Supported by funding from organizations such as the Greater Kansas City Foundation-Early Learning Grant, this partnership will actively connect and involve parents, community and educators in an ongoing home visit and Academic Parent Teacher Teams (APTT) process at NEAT K-8.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids.

Recognizing these facts, NEAT uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students as we prepare students to be academically ready, career-prepared and community-minded.

## Why Home Visits?

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students. NEAT teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

### **Parent Involvement**

Research clearly shows that school programs, that emphasize family involvement and relate well to their community, have students who outperform those in schools lacking these qualities. Not only do students flourish, but also the schools are strengthened when families seize an active interest improved academic achievement, (b) better attendance, improved behavior, (c) higher quality of education, and (d) safe and disciplined learning environment.

Research by the Southwest Educational Developmental Laboratory found a positive and convincing relationship between family and community involvement and benefits to students, including academic achievement. Studies concluded that students with involved parents, no matter what income level or background, are more likely to have success in school. In a well-implemented, randomized,

controlled study, Kirkland (2013)<sup>1</sup> found that the Healthy Families New York (HFNY) home visit program reduced first grade retention rates and improved three so-called "soft" school-readiness skills 7 years after program enrollment. (These included the ability to work or play cooperatively, follow instructions or rules, and complete work on time). The (HFNY) Home Visit program was able to cut the first-grade retention rate by half (from 7.10% to 3.54%) and to almost double the percentage of first graders demonstrating the school-readiness skills measured by the study.

This study is an important and well-conducted piece of longitudinal research demonstrating substantive impacts on child educational outcomes 7 years after families' enrollment. It adds to the body of research that demonstrates lasting positive impacts of home visiting on families' life chances.

For most students home and school are two different domains. Especially for children of color, even the people, languages, foods, rules, duties, and concerns are different in these two worlds. They do not intersect considerably. Parents and the teachers are critical partners in educating the "whole child." However, parent conferences and other school-hosted meetings do not provide sufficient means for the parties to communicate enough and effectively and to show the student that they are on the same team. Home visits are the teachers' attempt to break the virtual border between the partners, which is most of the time successful.

#### **Personal Connections**

Key to a child's school success are the relationships established between the teacher and student, and the teacher and the student's family. Family visits offer a good way to develop these relationships on safe, "home" territory. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school (Epstein 1998; Heath, 1983; Moll, Amanti, Neff, & González, 1992). Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful ways can have huge rewards in helping to construct happier, healthier, and smarter kids.

#### **Proactive or Remedial?**

NEAT aims to be proactive in terms of prevention and teaching appropriate behavior by means of social emotional curriculum and the active participation of teachers by setting up role models for the students and by effective communication through home visits.

As the famous saying goes, a good start leads to a great finish. The most important time of the academic year for the students is the beginning, which mostly determines the end of year results. A home visit in the beginning of the

<sup>1</sup> Kirkland, K. (2013). Effectiveness of home visiting as a strategy for promoting children's adjustment to school. *Child Abuse and Neglect*, 33(3), 31–37.

year will help students succeed. Home visits also ease teachers' job substantially. Spending little time visiting homes of prospective or new students results in saving a lot of time throughout the year, which would otherwise be spent on fixing problems and a healthy, stress-free academic year. Teachers can focus on raising the quality of their education instead of trying to minimize problems and maintain a healthy personal life.

## **Home Visit Specifics: Which students?**

NEAT aims to visit not only low-achieving but all our students because every student benefits from home visits. Often, home visits reveal new ways or opportunities that school can offer to a high-achieving student in order for him/her to thrive more. Visit preferences in the case of limited resources (staff, time, etc.) will be given in the following order:

- New students
- Low-achieving students
- Subgroups: Foster youth (FY), students with disabilities (SWD), English learners (EL), low income/socioeconomically disadvantaged (SED)
- All other students

Some parents may reject home visits due to their home condition or other reasons. For such parents/guardians, NEAT will arrange other ways of communication, including but not limited to, inviting the parent/guardian to school or meeting at a public place.

#### How often?

Students may be visited once a year or more, depending on circumstances. NEAT will set annual percentage targets for home visits, depending on their resources.

#### Scheduling

Scheduling can be done in person, through phone, email, mail, or other means. Usually parent orientation meetings, back to school nights, parent-teacher conferences, and other parent involvement activities provide opportunities to schedule home visits in person.

#### Who Can Do a Home Visit?

Teacher, administrator, counselor, education specialist, nurse, attendance liaison, parent liaison, outreach consultant, and any NEAT staff informed of the home visit policy and procedures.

#### Compensation

Visits will be compensated until the school budget for home visits has been exhausted. Each staff member will be compensated \$30 per home visit made for time and travel. If follow-up visits are made to a family in the same school year, the original visit and one follow-up visit will be compensated. A Home Visit Form

needs to be completed and submitted by each staff member in order to receive compensation.

As noted in Section A.1, NEAT will use the opportunity of creating a K-2 school growing one grade per year to ensure that parents, community members and classroom and school leaders remain aligned with the mission and develop a community-based and welcoming environment. NEAT recognizes the powerful opportunity we have to unite our communities around a common purpose - the success of their children and the neighborhood school they will attend. We believe that investing all our families, including those who may have otherwise left their neighborhood schools, in public education and each other is critical to long-term educational reform.

#### **Educator Involvement**

## **NEAT Academic Parent Teacher Teams (APTT)**

Prior to the school year beginning, the Executive Director and volunteers will organize meetings to introduce parents and families to each other, and to school leadership and staff. NEAT will host three (APTT) meetings as an alternative approach to parent-teacher conferences. Academic Parent Teacher Teams (APTT) will ensure that parents understand the STEAM curricular approach, their child's classroom data as well as their child's individual assessment data. This approach will also support parents being included in the life of the school, and hear from their child, other parents and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, NEAT will make full use of interpreters.

## Four-Year College and/or University Affiliation

NEAT will develop close relationships with colleges and universities in the Kansas City area. There are several possibilities for collaboration and affiliation including mentoring, tutoring, and community service, service-learning projects, and student teaching. NEAT will work closely with local college and university Departments of Education to facilitate university student teachers and student volunteers. The mission, vision, and culture of NEAT will give college students a unique experience working within a highly successful urban STEAM school. Agreements for such partnerships with the local college and universities are not yet in place. Preliminary conversations will take place during the pre-operational year to finalize the details of such arrangements.

## **Community Involvement**

The NEAT Board and school leadership will invest significant time in the development of a 2017-2018 Communications and Outreach Plan. This plan to reach community stakeholders will include outreach to the following key stakeholder groups:

- Parents and Guardians of Prospective Students
- Church Leaders
- Political Leaders
- Nonprofit Organizations
- Community Business Leaders
- Neighborhood Associations
- Media
- Missouri Charter Public School Association (MCPSA)

NEAT's outreach will begin with the development of an Outreach Packet with materials and information including:

- Explanation of planned community involvement, partnerships, or relationships in the governance and operation of the school
- · Description of school design and program

#### DRAFT

## NEAT Family Engagement and Home Visit Policy School-wide Parent Involvement

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The NEAT policy on family involvement, including Title I Parent Involvement will meet the following requirements:

#### **Definitions**

The term "family" is used to denote parents, extended family, guardians, or other persons with whom the student lives. "Parent" or "family" may also include community members or other concerned adults involved in the student's life, pursuant to state and federal laws surrounding confidentiality.

"Family Engagement" refers to school/family partnerships. It is the collaborative interaction between educators and families in activities that promote student learning and positive child and youth development at home, in school, and in the community. These activities include regular, two-way and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

#### **Implementation**

The Board will expect the Executive Director to supervise the implementation of this procedure, and develop a family involvement plan aligned with NEAT's academic goals as part of school improvement plan and, if applicable, Title I services.

NEAT's family involvement efforts will have six overarching goals. They will include, but not be limited to, the following research-based National Standards for Parent/Family Involvement in schools:

- Communicating: Effective two-way communication between all parents and schools regarding district policies and procedures, local school operating procedures, and an individual child's progress;
- 2. Parenting: Information and programs for parents on how to establish a home environment to support learning and appropriate behavior;
- 3. Student Learning: Information and programs for parents about how they can assist their own children to learn and meet the student's short-term and long-term educational goals;
- Volunteering: Activities to encourage a variety of parental volunteer opportunities in schools both in the classroom and in other areas of the school including attendance at local school programs and events;

- 5. School Decision-Making and Advocacy: Assistance to develop parental involvement in educational advocacy, including school district task forces and site based advisory committees; and
- 6. Collaborating with Community: Identification and utilization of community resources to strengthen school and family partnerships and student learning.

## Roles and Responsibilities: Administrative Staff

A. Establish a family partnership committee to advise the board and to assist the Executive Director in implementing the Family Engagement policy and procedures.

- 2. Provide professional development opportunities for teachers and staff to enhance their understanding of effective family involvement strategies;
- Perform regular evaluations of family involvement efforts
   Provide activities that will educate families regarding the intellectual and
   developmental needs of their children. These activities may rely on
   cooperation between the districts and other agencies or school/community
   groups.

Activities will align with the District's:

- 1. Mission and Strategic Plan
- 2. Equity Plan
- 3. Danielson's Instructional Framework
- 4. Family Engagement Policy and Procedures
- 4. Implement strategies to involve families in the educational process, including information about opportunities for volunteering and encouraging participation in various school and district activities; Provide access to educational resources for parents and families to support the education of their children.
- 5. Keep families informed through a diversity of equitable communication channels of the objectives of NEAT's educational programs, student rights and responsibilities, as well as of their child's participation and progress with these programs.
- 6. Enable and provide opportunities for families to participate and provide input in school level decision-making.

A. Allocate staff, time and resources to ensure effective implementation of this policy and procedure;

- 2. Work with staff and families to identify resources needed to implement planned family involvement activities and programs;
- 3. Provide time for staff to share and replicate successful classroom strategies that promote and increase school-family partnerships;

- 4. Provide training opportunities for school staff to increase their skills in working effectively with all families and to enable them to provide family workshops that link family engagement to student learning;
- 5. Conduct both formal and informal meetings and gatherings that help to foster ongoing two way communications with families;
- 6. Provide a system where teachers, students, and families can resolve problems that arise in ways that promote the best relationships possible, allowing them to solve problems first before resorting to the inclusion of principals and other administrators;
- 7. Utilize a variety of language supports to provide assistance for families to understand topics such as the state academic content standards, and state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- 8. Work with staff and families to brainstorm possible activities and actions that are consistent with the family engagement policy and, when appropriate incorporate these into schools' annual goals and/or the school improvement plan;
- 9. Recognize staff, families and community members who promote schoolwide family partnerships; and
- 10. Monitor and evaluate with district assistance the effectiveness of family partnership efforts in the district.

## School Staff

A. Allocate staff, time and resources to implement the family engagement policy at the school level;

- 2. Help families feel welcome by demonstrating excellent customer service and basic courtesy;
- 3. Treat all families and community members with respect; be sensitive to cultural differences and life circumstances among families;
- 4. Demonstrate flexibility when scheduling appointments and school events with families:
- Communicate early and positively with families and continue these
  positive contacts throughout the year, including home visits during the
  year, if feasible;
- 6. An Academic Parent Teacher Team (APTT) meetings and annual student led conferences and/or an annual parent meeting;
- 7. Invite parents and family members to observe and assist in classrooms;
- 8. Offer families opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;
- 9. Share class/school discipline and homework policies with families and follow through in a timely manner if problems arise; and
- 10. Involve families in decision-making committees and other site based councils.

#### Evaluation

The content and effectiveness of this policy and procedure, and the plans will be evaluated by the Board annually with regard to the quality, equity, inclusiveness, additive & welcoming environments and the effectiveness of the strategies presented in the plan. The findings of the evaluation will be used to design strategies for more effective family involvement, and if necessary to revise this policy and procedure.

- 1. NEAT will develop with and distribute to parents of students served in the program a written engagement policy;
- 2. The policy will outline how parents, school staff and students share responsibility for student achievement in meeting academic standards;
- 3. Parents will be notified of the policy in an understandable and uniform format:
- 4. To the extent practicable, the policy will be provided in a language the parents can understand; and
- 5. The policy will be evaluated with parents annually.

# Title I Parental Involvement Federal Requirements

The Executive Director will ensure that NEAT's Title I Parent Involvement policy, plan and programs comply with the requirements of federal law.

A. NEAT will take the following actions to involve parents in the joint development of its parental involvement plan-Title I school building:

- An annual meeting of parents of participating Title I students will be held to explain the goals and purposes of the Title I program. Details will be outlined in the Title I School Improvement Plan (SIP).
- 2. Parents will be given the opportunity to participate in the development, operation and evaluation of the program. Details will be outlined in each school's School Improvement Plan
- Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Same as above relative to SIP
- 4. NEAT will take the following actions to involve parents in the process of school review and improvement:
  - 1. Parents will be given the opportunity to review the school improvement plan
  - 2. Parents will be encouraged to participate in the building self-review through the annual Title I Parent Survey
- 3. NEAT will
  - 1. Identify barriers to greater participation by parents in parental involvement activities:
  - 2. Use findings of the evaluation to design strategies for more effective parental involvement; and
  - 3. Revise, when necessary, parent involvement policies.

- 4. NEAT will coordinate and integrate parental involvement strategies with similar strategies under the following other programs, such as:
  - 1. Extended Day Programs
  - 2. Extended School Year Programs
  - 3. Special Education

The district will facilitate removing barriers to parental involvement by activities such as:

- 1. Conducting joint parent meetings with other programs;
- 2. Holding meetings at various times of the day and evening;
- 3. Arranging for in home conferences; and
- 4. Title I funds may be used to facilitate parent attendance at meetings by payment of transportation, child care costs and translated materials and interpreter services.
- 5. The district will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.
- 6. NEAT will build the schools' and parent's capacity for strong parental involvement through the following:

NEAT will provide information to parents of children served by the school in understanding topics such as the following:

- 1. The State's academic learning requirements;
- 2. The State and local academic assessments including alternate assessments;
  - c. How to monitor their child's progress; and
  - d. How to work with NEAT

NEAT will provide materials and training to help parents work with their children to improve their children's academic achievement, by:

- 1. Giving guidance as to how parents can assist at home in the education of their child;
- 2. Holding parent meetings at various times of the day and evening;
- 3. Providing opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- 4. Submitting parent comments about the program to the district; and
- 5. Providing parents with opportunities to meet with the classroom teachers to discuss their child's progress.

## EXHIBIT B.6 LETTERS OF SUPPORT

December 15, 2015

Dear Charter School Sponsor,

As parents living in the Northeast section of Kansas City representing zip codes-64123, 64124, 64126, 64127, 64128, we are writing in support of the Northeast Academy of Arts and Sciences Charter School to open in the Northeast area of Kansas City for grades K through 8<sup>th</sup> during the 2017 school year.

As parents, we would like to see the established K-grade 8 charter school grow into a full service school that prepares our children for academic and community success. The need for both quality elementary and middle school options are consistent with the vital needs in our target zip codes.

The option that Northeast Academy of Arts and Technology Charter School will provide is the support we are seeking to educate our children in the Northeast section of our city subsequently without the stress of busing our children a long distance outside of our neighborhood.

As parents living in northeast, Kansas City, Missouri, we are eager for the start of the first day of classes for our children.

Please review our signatures as future commitment to the opening of Northeast Academy of Arts and Technology in northeast, Kansas City, Missouri.

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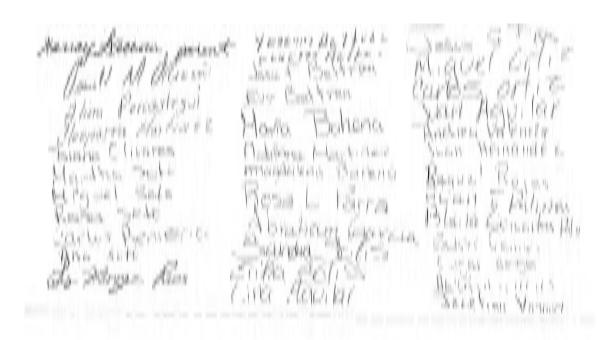
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July 20, 2016

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

Dear Members of the Board:

From the moment we heard about Northeast Academy of Arts and Technology (NEAT), we were intrigued. I am the Executive Director for Kansas City Young Audiences and our mission is to engage all youth in the arts, promote creativity and inspire success in education. Please accept this letter of enthusiastic support for NEAT.

We were so pleased to learn of the opening of NEAT and its rigorous, STEAM-centered learning model which we believe will increase academic performance, student engagement and social development. Having provided high quality arts education programs to more than 114,000 students in the Kansas City metropolitan area last year, we know about the transformational power of the arts; especially when integrated with STEM learning. We have recently engaged in an initiative to integrate the Arts with Science, Technology, Engineering and Math curriculum (STEAM). We are working closely with educators in multiple buildings to provide creative strategies and best practices to integrate the arts into STEM, Project Lead the Way and Launch curricula.

We look forward to partnering with NEAT, its administration, educators and parents to provide a holistic, STEAM-centered education to their students. We also look forward to working with NEAT to explore new and creative ways to engage students of all learning styles, social backgrounds and economic status.

Thank you for your consideration.

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Sincerely,

Martin English
Executive Director



Knowledge in Action"

**URBAN REGION** 

105 E. 5th St. #200, Kansas City, MO 64106 Phone: 816 482-5854 Fax: 816 482-5880

July 13, 2016

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

Dear Members of the Board:

I am writing to enthusiastically support the opening of Northeast Academy of Arts and Technology (NEAT). I am certain opening a new K-8 charter school in Northeast, Kansas City, Missouri will make a positive difference in academic outcomes for the students it serves as a partner in our mission of ending educational inequity and have a lasting impact on our community.

I strongly believe in NEAT's mission and goals. Kansas City students need more opportunities to receive a rigorous education that prepares them to be active participants in our community. Northeast Kansas City, Missouri needs more high quality schools to serve the community. Northeast Academy of Arts and Technology (NEAT) will help to slow this trend by retaining and attracting families to the area.

Northeast Academy of Arts and Technology comprehensive approach to understanding and providing an excellent education for all students is well suited for Kansas City, MO. Northeast Academy of Arts and Technology understands that an excellent education blends academic rigor with meaningful authentic experiences in a diverse setting.

The community of Kansas City emphasizes relationship, passion commitment and diversity-all traits demonstrated by Northeast Academy of Arts and Technology.

As such I strongly support Northeast Academy of Arts and Technology,

Sincerely,

Rachel Gordon, M.A. Project Director

Family Nutrition Education Program

gordonra@missouri.edu

816-482-5854

University of Missouri, Lincoln University, U.S. Department of Agriculture & Local University Extension Councils Cooperating University Extension does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or status as a Vietnam-era veteran in employment or programs

On behalf of Score 1 For Health®, a community health project sponsored by Deron Cherry and Kansas City University of Medicine and Biosciences (KCUMB), I am writing to express support for Northeast Academy of Arts and Technology Charter School. Score 1 and KCUMB recognize the importance of quality educational opportunities for Kansas City's families as a vital component to our city and future. The addition of Northeast Academy of Arts and Technology, a quality charter school to our urban community, paired with strong and active neighborhood organizations, would create a positive situation for Northeast Academy of Arts and Technology, the northeast neighborhood and the children of Kansas City.

We sincerely hope that the Missouri Department of Elementary and Secondary Education will support Northeast Academy of Arts and Technology's efforts as they work towards providing quality educational opportunities to the students in the Kansas City, Missouri School District.

Sincerely,

Annette Campbell, Director

aunette Campbell, RN

Score 1 For Health®

1750 Independence Avenue Kansas City, MO 64106 July 17, 2016

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

Dear Members of the Board:

I am writing in support of Northeast Academy of Arts and Technology application to provide a quality K-8 public school option for the children in northeast, Kansas City, Missouri.

Seton Center will be a willing partner with Northeast Academy of Arts and Technology through its "Adopt-a-School" program. This program brings Seton Center dental staff into schools to work with students to improve their oral health. Seton staff members provide oral health screenings for children in grades K-8, educate them about proper brushing, flossing and good dental care, provide fluoride treatments, and transport those with additional dental needs to Seton Center's Dental Services Program for treatment at future appointment times. (Treatment may include fillings, extractions, root canals, etc.)

Seton recognizes the families of all of students in northeast, Kansas City, Missouri struggle financially. Many are unemployed or underemployed. Those with jobs simply cannot afford to leave their work during the day to take children to dental appointments. Most have no dental insurance. The "Adopt-a-School program helps parents by making dental care accessible to them for their children. All of these services will be provided to NEAT students at no cost to the students or their families, thanks to past community grants which have supported these critical services for the uninsured and underinsured. Last year, Seton Center provided over 7,000 dental visits.

On behalf of Seton Center, I am pleased to offer this letter in support Northeast Academy of Arts and Technology (NEAT), the good work in our community and its commitment to meeting the needs of the uninsured and underinsured.

As such, I strongly support Northeast Academy of Arts and Technology. Thank you.

Sincerely.

Brenda Lasater Director of Dental Services Seton Center, Inc. 2816 East 23<sup>rd</sup> Street Kansas City, MO 64127

## **EXHIBIT B.6 NEAT Family Handbook**



Student and Parent Handbook Programs, Policies, and Procedures Northeast Academy of Arts and Technology

2017-2018 School Year

Dear Students and Families,

Welcome to your new school!

Together, we are about to create an amazing place for learning—a place we'll all be proud of.

Every year we will be challenged to give our best in and out of our classrooms. We will ask you to set and reach toward high goals for yourself, to support and encourage one another, to celebrate the achievements of your school, to help each other, and to serve our community. You'll be asked to help invent new programs and to dream of ways to continue to make our school great for future Northeast Academy of Arts and Technology students.

This handbook is a guide to our school's programs, policies, and procedures. It gives an overview of courses and schedules; grades and promotion requirements; and expectations for students, parents, and guardians on and off campus.

Please read it carefully and ask us questions about anything.

We look forward to collaborating with you in preparing your student to be academically ready, career-prepared and community-minded.

Cordially,

**Executive Director** 

Northeast Academy of Arts and Technology Kansas City, MO 64124 Website: www.neatschool.com E-Mail: NEATCharterSchool@gmail.com Main Office: (816) XXX-XXXX

#### VISION AND MISSION

Mission: NEAT will advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

Vision: Northeast Academy of Arts and Technology graduates are engaged in advanced STEAM coursework and responsible participants in their community and the world.

NEAT offer a rigorous STEAM (science, technology, engineering, arts, and mathematics) curriculum integrated with project-based active learning. Northeast Academy of Arts and Technology builds mentoring partnerships for students with local industries and also with colleges. It creates a culture of high expectations where students form safe and strong relationships with teachers, peers, parents, mentors, and the community.

# WHAT MAKES NORTHEAST ACADEMY OF ARTS AND TECHNOLOGY (NEAT) EXCEPTIONAL?

Our goal is to let passions drive students' educational process as we encourage them to broaden their areas of interest.

#### PERSONALIZED ATTENTION IN A SMALL SCHOOL SETTING

Students need personal attention at all levels of education. Our school is small and personalized. When fully enrolled, grades K to 8, there will be approximately 420 students in our school. In addition, students' expressions of interests and needs are heard through multiple channels including advisories, mentoring, tutoring, internships, and more—as described below. Thus, we are able to ensure that students are well known as individuals.

#### MENTORING, COACHING, AND OTHER INTERVENTIONS

By providing mentoring, coaching, multiple resources and other interventions, students who need help in a particular subject or who are struggling to stay at grade level, learning English as a second language, or achieving at a faster pace than other classmates receive extra support for success.

#### ACADEMIC PARENT-TEACHER TEAMS (APTT)

NEAT values parents as your child's first teacher. As part of our work to create parent-teacher open communication focused on academic achievement, NEAT invites parents to attend APTT -whole-class conferences twice during the school year (Fall/Spring) as well as one individual parent-teacher conference in the Fall.

#### LEARNING BEYOND THE CLASSROOM

Our schools will be a catalyst for connecting middle school students to high schools. Talented STEAM undergraduate students, postgraduate professionals, and other career specialists are involved in building excitement in learning while assisting students with their assignments, community service projects, and semester exhibitions and presentations of learning. In addition, middle school students will have the opportunity to participate in college fieldtrips.

#### LEARN-BY-DOING

Project-Based Learning (PBL) is a learn-by-doing curriculum model that integrates core subjects with real-life problems to be solved. We are able to partner with corporations, colleges, and universities such as University of Missouri and Kansas State University and the Kansas City Art Institute to create PBL curriculum that includes Public Presentations of Understanding, Exhibitions, and Digital Portfolios.

#### COMMUNITY SERVICE PROGRAM

Northeast Academy of Arts and Technology is founded on the principals of collaboration and community support. Our success depends on innovative connections with families and the community in order to create a more inclusive and rich learning environment.

For this reason, we require students to perform community service. The goals of our Community Service program are:

- To teach community responsibility
- To teach time and resource management
- To provide leadership opportunities and skills
- To make an impact in solving community problems

#### **TECHNOLOGY**

Students and teachers will have access to technology, to use it effectively as a tool for learning and as a subject of learning. Technology will be integrated throughout the day in student performance, classroom instruction, data management, and communication. A web-based student information system will enable parents to check their child's academic progress.

#### **CURRICULUM AND GRADING**

Students will have regular examinations, performances, projects, papers and other assignments that will be graded using a conventional letter-grade system.

Letter grades ranging from an A to a C will be given for all courses. No D or F will be accepted as a pass. Rather, an Incomplete (I) will be given, and the student may work toward a higher grade.

Incomplete work that is not finished after 6 weeks after the end of the semester will result in the Incomplete being changed to a grade of F. Teachers will determine the deadlines for resubmission of unacceptable or missing work as well as the consequences for non-performance.

#### LETTER GRADES

We use the following grading scale for academic courses:

A + = 100-97

A = 96-93

A = 92-90

B + = 89 - 87

B = 86-83

B - 82-80

C + = 79-77

C = 76-73

C - = 72 - 70

F/I = <69

#### PROMOTION AND RETENTION POLICIES

In order to be ready for the next grade, students must have met the following requirements:

- Met the Code of Conduct and Code of Academic Integrity standards
- Be "at grade-level" based on courses completed
- Contributed satisfactorily to Project Exhibitions
- Participate in Portfolio conferences
- Have mostly A's, B's, or C's in all classes measured by each quarterly report card.
- Students who have more than 2 Incompletes at the end of the summer are not eligible for promotion to the next grade-level
- \*Students with special needs will be promoted according to their Individualized Education Plan (IEP).

Grade retention and compulsory summer school are a possibility for students who are not successfully completing their classes. Early assessment will be in place to anticipate potential learning problems that might lead to non-promotion, and to allow early intervention with appropriate supportive learning activities.

All NEAT students will be held to specific promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotal, teacher assessments and observations; and benchmark assessments (i.e., NWEA-MAP, Fountas and Pinnell Reading Benchmark Assessments, Missouri MAP Standardized Test scores).

NEAT will reserve the right to make a decision regarding promotion when standardized test scores do not match previous student achievement as seen through these classroom assessments.

Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as Promotion in Doubt during the winter, at which time families are notified in writing of possible retention.

If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. All criteria are fully included in the final decision for promotion as defined below:

Grade Level	Promotion Criteria	Benchmark Testing			
K-2	At grade level performance	NWEA-MAP for Primary grades,			
		<ul> <li>Fountas and Pinnell Benchmark Assessments,</li> </ul>			
		<ul> <li>teacher created tests</li> </ul>			
3-8	At grade level performance	NWEA-MAP, MO MAP ELA/Math/Science* - level 2 and above			
		<ul> <li>Fountas and Pinnell Benchmark Assess.</li> </ul>			
		<ul> <li>Teacher created tests</li> </ul>			

#### DAILY SCHEDULE

We may adapt the Daily Schedule to accommodate students' needs. Any change will be communicated to parents in advance.

#### **POLICIES AND PROCEDURES**

#### CLOSED CAMPUS

Northeast Academy of Arts and Technology is a closed campus. This means that during school hours, students are not permitted to leave campus unless they are on an approved field trip or have permission from a staff member and a parent or guardian.

#### WRITTEN PERMISSION

Students may not leave campus during the school day without prior written consent from parent or guardian. Northeast Academy of Arts and Technology office staff will need to issue a Permit to Leave. This early dismissal slip is needed for students to leave school before the end of the school day. Leaving the campus without permission has legal and safety implications and may result in suspension or expulsion.

#### SIGN OUT AND CHECK IN

When students leave campus before the end of the school day, the parent or guardian must sign their student out at the front desk and receive a Permit to Leave. Students must check in at the front desk for a pass or tardy slip when returning from an appointment or when arriving late for school.

#### STUDENT ATTENDANCE

We recognize that success in school depends in part upon prompt and regular classroom attendance. Frequent tardiness and absences result in students missing important presentations, demonstrations, discussions, explanations, and team collaboration on project-based work.

We request that families schedule vacations or special programs so as not to conflict with school.

In particular, the final two weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which faculty base their final assessments. Parental approval does not automatically make an absence an excused absence. Only those reasons described below can be an excused absence. Consequences will be decided by the staff on a case-by-case basis. In the event of an unexcused absence, the teacher will decide if make-up work is accepted.

In the event of a necessary absence, the attendance staff needs your assistance in following this process:

1. Please call the main office when your child is absent.

- 2. We encourage you to schedule appointments before or after school. However, we understand that sometimes missing school cannot be helped. If your child needs to be excused early, you must come in to the office and sign the student out of school. A doctor or dentist's excuse or other verification can be brought in the following school day.
- 3. Your child must be given a "Permit to Leave" to be excused from class.
- 4. When your child is late for school, they must bring in a note from the doctor or dentist to be excused. If the tardy is unexcused they will receive detention.

#### **EXCUSED ABSENCES**

From time to time, students may have a valid reason for missing class. Excused absences include the following:

- Illness
- Quarantine
- Medical, dental, optometric appointments
- Family emergency
- Observation of a religious holiday or ceremony
- Appearance in court\*
- Employment conference\*
- College visit\*
- Funeral

For an absence to be excused, the student's parent or guardian must provide a written excuse. In the list above, absences marked with an asterisk (\*) must be approved by the teacher or an administrator one day in advance.

Students may apply for an excused absence to attend exceptional learning opportunities that occur outside the classroom. The parent or guardian must apply for this type of excused absence ahead of time. The application must clearly state the nature of the activity and its learning objectives as well as how the student plans to make up missed work. Excused absences will be allowed at the discretion of the teacher or administrator. A student absent from school for an excused absence will be allowed to complete missed assignments (within reasonable limits) and will be given full credit upon satisfactory completion. The teacher determines what assignments student will make up and in what period of time. The tests and assignments will be equivalent but not necessarily identical to the tests and assignments the student missed.

#### OTHER ABSENCES

Absences that do not qualify as excused absences (as described above) are the following:

• Excessive tardiness—when five unexcused tardies accumulate in a semester, the student is excessively tardy and may be required to participate in a variety of remedies.

- Significant absences due to repeated unexcused absences or tardiness will lead to disciplinary action.
- Significant absences due to illness will lead to academic evaluation to determine what's best for the student.

## HEALTH AND SAFETY MEDICATION (PRESCRIBED OR OVER-THE-COUNTER)

Our front office staff has first aid kits and will be your health center point of contact. Upon parent or guardian written request, we can store a supply of prescription medicines for your son or daughter to keep on hand in case of an emergency. There is a form to complete and all medication must be in its original container clearly marked with the name of student, the name of medicine, and the appropriate dosage instructions as prescribed by your doctor. Students may keep in their possession, unless parents or guardians wish to make other arrangements, inhalers for asthma conditions.

#### BREAKFAST/LUNCH PROGRAM

All students need to complete a Lunch Application after submitting their enrollment application. The application determines the student's eligibility for free meals, reduced-cost meals, or full-priced meals. Students are responsible for paying the full cost of lunch until their application is processed. Students who need to pay can do so on a day-by-day cash basis or can charge money on the students' ID card throughout the year. Parents are welcome to deposit money ahead of time in their student's lunch account. The price of lunch is \$2.75 unless otherwise posted at the school.

#### **EMERGENCY PROCEDURES**

Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire and earthquake drills that happen at regular times during the school year. All alarms are treated as real. In the event of a false alarm, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and building.

Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness are grounds for severe consequences, including possible expulsion. In the case of a major emergency (such as a significant earthquake or fire), parents and guardians and other family members should contact the main office or go to www.neatcharterschool.org for more information. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

#### CODE OF CONDUCT

In keeping with our goal of providing an effective, safe, focused, and enjoyable environment for learning, we have established certain rules of behavior for all students. We believe students enter our school for serious reasons and that their consciences and common sense are sufficient guides for their behavior. Still, some rules are essential to the functioning of any organization or community. We have kept the rules few in number and clear in purpose. The following is an outline of what is expected of our students, and the consequences for problematic behavior.

#### PERSONAL AND COMMUNITY EXPECTATIONS

We believe our students want to become educated. Faculty members are the facilitators and will do their best to encourage students to take full advantage of their educational opportunity. They will help our students to be effective in society and have interpersonal relationships, intellectual skills, and ethical awareness so that the choices they make in defining their own characters will be informed and thoughtful. Our students will contribute to a friendly, safe, open culture that provides a strong base for our learning community.

Students will agree to cultivate harmony by:

- being honest with others and with themselves
- being courteous and considerate in their relationships with all inside our community
- being tolerant
- being involved in socially constructive activities
- being good citizens

#### **CLASSROOM BEHAVIOR**

Students are expected to report to class regularly and on time. They agree to participate in all class work, complete all assignments, and bring required materials to class. Each teacher has his or her own classroom rules and regulations. At the beginning of the year or semester, teachers and students will define how they want to conduct their class, what rules are important to follow, and how homework and test assignments will be structured.

Students will show respect for themselves and others by:

- being on time for class and appointments
- being prepared for class
- doing their best to achieve their academic goals doing their own work

#### RESPECT FOR SELF AND OTHERS

NEAT students, parents and guardians, and staff are expected to respect others and support teaching and learning.

Prohibited behavior by any member of this community, students, parents and staff alike, includes using offensive language, ignoring a staff request, employing intimidation, threatening another with physical or other harm, slander, sexual harassment or misconduct, lying, theft, and fighting.

Anyone engaging in prohibited behavior may be subject to discipline including the possibility of being subject to an expulsion hearing. Willfully causing physical harm to another member of our school community will lead to immediate expulsion. Any student who steals from the school, another student, or staff member will be subject to an expulsion hearing. Respect for the rights of others is expected from all members of the school. This means respect for personal rights and for property rights.

#### PERSONAL RIGHTS

For Northeast Academy of Arts and Technology to be a safe, open, and effective school, students must respect the personal rights of others in the school and neighboring community. Rudeness, profanity, or malicious behavior – physical or verbal – will not be tolerated.

There are federal and state laws that protect student confidentiality.

Confidential matters include discipline, learning differences, medical information, family information, grades, test scores, and other types of information. Parent volunteers may be in a position to learn or guess confidential information. If so, they must not share this information with anyone. Besides student and family information, many other matters are considered confidential, including closed Board sessions, conversations at staff meetings, personnel information, and salaries. All members of our community are asked to honor the privacy of others and to follow carefully the procedures we have in place to protect confidential information.

#### BULLYING AND HARASSMENT

Bullying is not tolerated at Northeast Academy of Arts and Technology. Bullying is described as any of the following actions:

- 1. Punching, shoving and other acts that hurt people physically
- 2. Spreading bad rumors about people
- 3. Keeping certain people out of a "group"
- 4. Teasing people in a mean way
- 5. Getting someone to "gang up" on another

6. Cyber-Bullying on-line or electronically, whether via the Internet, mobile phones or other cyber technology.

This can include:

- Sending mean or harassing text messages, e-mail, AIM or instant messages
- Posting mean or harassing pictures or messages about others in blogs or on Web sites
- Using someone else's user name to spread rumors or lies about someone

Northeast Academy of Arts and Technology has a zero tolerance policy toward bullying. Students who engage in bullying will receive consequences according to the guidelines set forth in this Handbook, the provisions of this charter, and the state of Missouri Department of Education.

#### PROPERTY RIGHTS

Absolute respect for property rights of others is expected of all members of the school. Stealing or vandalism in any form, including the unauthorized "borrowing" of another's belongings will not be tolerated. In addition to respecting the property belonging to other students, the staff, and the school, students must also respect the property rights of nearby neighbors, schools, and businesses. Proper deportment is important to be fully accepted by the local community. Actions by students that infringe on the rights of our community will not be tolerated.

DRUGS, ALCOHOL, AND TOBACCO - Drugs, alcohol, and smoking are prohibited in the school, on the campus, and at off-campus school functions. Violations can lead to suspension or in some cases an expulsion hearing.

PERSONAL ELECTRONICS - Cell phones, MP3 players, gaming devices and similar electronic devices must be off during class time. Headphones and electronics must be stored out of sight unless under the supervision of a faculty member. We are not responsible for lost or damaged items.

COMPUTER GAMES - Playing computer games on school computers is unacceptable except for teacher-approved learning purposes.

VANDALISM - No one is to injure, destroy, deface, or trespass on school property. Vandalism will be dealt with severely. All will treat the building with care and respect. Parents and guardians will be responsible for paying for any damage done to the building by their child. People with any information about damage done should report it to the Executive Director. Writing or spray painting inappropriately on or around campus (graffiti), carving on school furniture/fixtures, mishandling a book, breaking a window, destroying equipment or damaging materials are all infringements on the right of the Northeast Academy of Arts and Technology community.

#### **WEAPONS**

Guns, knives, explosives, or weapons of any type are not permitted in the school, on the campus, and anywhere on school functions on or off the premises. Violations will lead to expulsion. Items that appear to be weapons are prohibited as well.

#### CODE OF ACADEMIC INTEGRITY

Students are responsible for understanding expectations and following the Code of Academic Integrity with all assignments and in all disciplines.

#### **ACADEMIC HONESTY**

We value academic honesty and ethical behavior in the learning environment. The school teaches good citizenship and provides an environment conducive to ethical behavior, in which honesty, courtesy, consideration, integrity, and a concern for others are highly valued. Consequences for not following the Code of Academic Integrity may include receiving a zero on the assignment, failing the course, or suspension and expulsion from the school. Teachers will use their professional judgment to decide on consequences.

#### CHEATING

Cheating is defined as the act of obtaining or attempting to obtain credit for academic work not one's own. Cheating includes copying from another's test, submitting plagiarized work (see guidelines below), submitting work previously graded unless this has been approved by the faculty member accepting the work, altering grades, or aiding another student who is cheating. In any of its forms, cheating undermines student goals of becoming educated. Our teaching staff encourages students to use their best efforts to understand what is being taught rather than just achieving a high grade.

#### INTELLECTUAL PROPERTY

All intellectual property that is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at Northeast Academy of Arts and Technology, belongs to Northeast Academy of Arts and Technology is an open source organization (information created can not be charged for or sold), this provision ensures that no individual, student, or staff member may claim ownership at the expense of others.

#### DRESS CODE

The purpose of the Northeast Academy of Arts and Technology dress code is to foster a professional, safe, and respectful environment at school. The dress code is in effect from the time students arrive to school and until they leave. The dress code applies to field trips, site visits, academic internships, and other school-related activities, unless the supervising adult informs the students otherwise. No article of clothing may have patches, frayed material, or language/content deemed inappropriate by the school administration.

#### Dress Code:

- Shirt Options: Red polo shirt (with or without NEAT logo) or white dress shirt
- Pants: Blue Khakis. No tights or leggings. (Flannel shirts do not qualify as dress shirts.) Other shirts may not be worn over the polo or dress shirts.
- Shorts/Skirts: Must be 2 inches from the knee or longer. No frayed or cut off shorts or skirts, no athletic wear, and no miniskirts with or without leggings/stockings/tights permitted.
- Jackets/Sweaters/Sweatshirts: May be worn over, but not in place of, the polo or dress shirts.
- Shoes: Must be close-toed. No sandals or flip-flops allowed.
   Please note the following guidelines:
- Text on clothing and accessories that promotes violence, alcohol, tobacco, drugs, is sexually suggestive, or deemed by school staff as inappropriate is prohibited.
- Hats, hoods, bandannas, bennies and other non-religious head coverings are not allowed on campus.
- Students will be instructed regarding the specific guidelines for class presentations.

## RESPECTABLE USER POLICY (RUP) - INTERNET AND E-MAIL RULES

We are pleased to offer our students access to the school computer network. Access to the Internet and e-mail enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access undesirable materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic and other resources. To that end, we support and

respect each family's right to decide if their child should not have Internet access, and rely on the family to inform us of that choice.

Classrooms will be networked with each other and with the school office for ongoing efficiency in communication. Classroom teachers will use the data system for managing grades, student performance data, and internal school and network communication. Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege not a right. Access entails responsibility.

Individual users of the computer networks are responsible for their behavior and communications over these networks and must comply with school standards. Beyond the clarification of such standards, Northeast Academy of Arts and Technology is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network administrators may access storage areas to review files and communications, maintain the integrity of the system, and ensure that users are using the system responsibly. Students should have no expectation of personal privacy in any matters stored in, created, received, or sent over the school computer networks, computers, e-mail system, the intranet, Internet, or any other school technology equipment. These are subject to review by the school at any time, with or without notice, with or without cause and without the permission of any student, parent, or guardian. The school reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over school computer networks, computers, e-mail system or any other school equipment, without notice and without the permission of any user.

To protect the integrity of technology systems and the users against unauthorized or improper use of these systems, the school reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of this technology upon authorization of the school director or his or her designee.

Students are prohibited from using technology for any unauthorized or unlawful purpose. Using technology to send, save, view, forward, or create harassing or offensive content or message is strictly prohibited. Offensive material includes, but is not limited to pornographic, obscene, or sexual material or comments, jokes or images that would violate the school policies. The school policies against harassment and discrimination apply to the use of technology.

Students must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material without the prior written authorization of the director of technology or his or her designee.

Within reason, freedom of speech and access to information will be honored. The following are some of the actions that are not permitted, and violations may result in a loss of access as well as other disciplinary or legal action, including expulsion.

- Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

#### STUDENT AND PARENT MEDIA RELEASE

Northeast Academy of Arts and Technology may be approached with requests for interviews and pictures by print and broadcast media outlets. The school and NEAT reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities, unless notified by parent in writing.

#### DISCIPLINE

The purpose of disciplinary action is to ensure that individual students, parents and guardians, and our school community stay focused on growth and learning. Prompt resolution of the problem or issue is expected. Discipline may include a warning to the student, notification to parent or guardian, and a written commitment by the student to improve his or her behavior and performance. In addition, depending on the nature of the violation and the student's past performance, any or all of the following consequences may be appropriate:

#### SUSPENSION

A student may be suspended from school if deemed necessary. Academic makeup work is required. Return to school is contingent upon meeting with administrators and teachers. A student will be assigned off campus or in school suspension based upon the given situation and decisions made by the leadership team.

#### **EXPULSION**

After a proper investigation and hearing, a student may be expelled from Northeast Academy of Arts and Technology. The following forms of behavior by a student, parent or guardian are grounds for expulsion:

- The threat, causation, or attempted causation of physical injury to another person, including sexual assault
- Possession of a weapon (e.g., firearms, knives, or explosives) or possession of a replica firearm on the school campus or school-approved activities
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property
- Any attempt to guess passwords, break in to other accounts, or gain unauthorized access to administrator accounts
- Extortion
- Obscene or offensive acts or habitual profanity or vulgarity
- Abusive behavior or treatment by a student, parent, or guardian of another, including other members of the student body, staff, faculty, and administrators
- Disruption of school activities or willful defiance of valid school authorities
- Violation by a student, parent, or guardian of a policy or procedure as set forth in this student handbook
- When the student, parent, or guardian have demonstrated they do not value the student's place at the school.

#### DISCIPLINE OF STUDENTS WITH DISABILITIES

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the IEP team for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the IEP team prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the IEP team is expected to follow its ordinary policies with respect to parental notification and involvement.

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student's disability. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such

infraction been committed by a non-disabled student, the Executive Director would seek to impose a suspension in excess of five days.

#### SCHOOL CALENDAR-Insert here

#### SCHOOL CONTACT INFORMATION

Name	Phone	E-mail
Main Office	816-231-1234	neatoffice@school.org
Attendance	816-231-1235	attendance@school.org
Volunteer/Visitor Info.	816-231-1236	visitors@school.org

#### STAFF CONTACT LIST (SAMPLE)

Name	Position/Title	Mobile Phone	E-mail
Bennett, A.	2 <sup>rd</sup> grade/Teacher	816-231-1111	teacher@school.org
Charles, J.	1 <sup>th</sup> grade/Teacher	816-231-2222	teacher@school.org
Wilson, T.	Cafeteria	816-231-3333	counselor@school.org

#### BREAKFAST AND LUNCH/SNACK

Prior to the start of the school year, all families will complete a federal free/reduced lunch form. Families that qualify will receive free/reduced pricing for breakfast, lunch, and p.m. snack.

#### HEALTH AND IMMUNICATION INFORMATION

Each student must have a certificate of immunization at the time of registration or no later than October 1, 2017. Northeast Academy of Arts and Technology requires all students to have all required immunizations and vaccinations. Before a child can be permitted to enter and attend school (subject to the initial waiver requirements), parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate times intervals.

#### FIRE DRILLS/NATURAL DISATERS

Posted in every room is a map detailing evacuation protocol. Drills will occur on a monthly basis. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students may not stop at the restrooms or lockers. Students must proceed directly to the designated area

and wit for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face disciplinary consequences including possible expulsion.

#### CITY-WIDE EMERGENCIES

In the event of a city-wide emergency, Northeast Academy of Arts and Technology staff will hold all students in the school building or evacuate students to a safe building. Parents /guardians should contact the school to arrange transportation for students. If city telephone lines are down or contact with the school is difficult, parents/guardians should contact Northeast Academy of Arts and Technology staff via their cell phones.

#### SUMMER SCHOOL

Summer session at Northeast Academy of Arts and Technology is mandatory for all students. Core subjects as well as enrichment activities will be a part of the summer curriculum. In order to prepare students well, extended time in school each day and throughout the year is required. Student meals will continue to be provided during the summer session.

#### **HUMAN RIGHTS POLICY**

Northeast Academy of Arts and Technology brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, or handicap status. Northeast Academy of Arts and Technology is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws as part of its core values. Northeast Academy of Arts and Technology wishes to stress that it is the responsibility of every member of our school community.

#### AFTER SCHOOL PROGRAMS

K-8 Extracurricular Activities may include:

Art Club
Boy Scouts
Boys Basketball
Community Service
Science Club
Girls on the Run

Chess Club
Boys Baseball
Chorus Club
Dance Club
Girls Basketball
Girl Scouts

Girls Softball
Gymnastics
Knitting and Crochet Club
Tennis
Peer Tutoring
Playing Games Club
School Store
Student Government Association

Guitar Club
Soccer
Math Team
Yearbook
Recycling Club
Running Club
Student Ambassadors
Writers' Club

## NEAT PARENT GRIEVANCE POLICY: DRAFT

NEAT will make every reasonable effort to resolve grievances and other conflicts and exhaust all options prior to involving the governing board. To this end we will adopt the problem resolution process described below.

#### PROBLEM RESOLUTION PROCESS

NEAT recognizes that parents may occasionally experience a school-related problem with staff and that staff may occasionally experience a school-related problem with a parent. NEAT's Problem Resolution Process promotes an open, constructive work environment by providing a process for school-related issues.

## **Step One: Informal Attempt at Resolution**

• If a parent has a complaint against a staff member or parent in the school's community, the first step should be to attempt in good faith to resolve the issue through earnest informal dialogue.

#### **Step Two: Mediation with Executive Director**

If the matter cannot be resolved through informal discussion, the parent may submit a written request for a face-to-face meeting with the Executive Director and any other person or persons whose actions or decisions give rise to the matter.

Upon receipt of such written request, the Executive Director will, where possible, attempt to schedule a meeting with both parties to the conflict, to occur within five business days of his/her receipt of the request.

- At this meeting, each party will have the opportunity to be heard and to make a recommendation as to how the matter could be resolved.
- Within twenty-four hours after the meeting, the Executive Director will send each party a written recommendation as to how the matter should be resolved.

## **Step Three: Review by the Board of Directors**

- If either the parent is unsatisfied with the Step Two recommendation, s/he may file a written grievance with the chairperson of the Board of Directors (Board).
- Within five working days of receiving the formal grievance, the Board chair
  will respond to the grieving party in writing by acknowledging such receipt
  to the grieving employee and informing the grieving employee of (a) the
  date, time and location of the next meeting of the full board of directors,
  and (b) the aggrieved employee's right to appear at such meeting, bring
  an attorney or other advocate to represent him/her, voice her complaints,
  and bring witnesses to support her position.
- The Board President will include the matter on the agenda of that meeting and allot a reasonable amount of time for a discussion of the matter.

The discussion will include an opportunity for the grieving parent to present his/her perspective on the matter, including any witness who will speak on his/her behalf. If the complaint is against another staff member, that individual will also have a chance to present a defense to the Board including any witness who will speak on his/her behalf.

The members of the board will also have an opportunity to ask questions of the staff members and the witnesses who speak on his/her behalf. After the grieving staff member or parent's presentation, the Board will go into executive session to discuss the matter.

A decision should be made by the Board in accordance with the following principles:

- 1. Decisions should not be made in haste or based on inadequate information.
- 2. Whenever possible the Board should seek a compromise over an "all-ornothing" solution to the conflict. In matters that involve policy, the Board should look to relevant policies approved by the Board and to the charter for guidance in the matter.
- 3. The best interests of the children of the school should be the top priority.

The Board will vote on a resolution of the matter, and the Board President will issue the Board's written decision within ten business days after the Board meeting at which the grievance was heard. All members of the Board, the school Executive Director, and the grieving parent, as well as any other involved parties will receive a copy of the board's written decision.

This procedure has been established to allow parents to express their feelings and/or complaints at any time during their relationship with NEAT.

No parent will ever be penalized for making use of this procedure based on truthful information.

Signature Page
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I do hereby attest to having received the Northeast Academy of Arts and Technology Student and Family Handbook for the 2017-2018 school year.

Student's Name:	
Student's Signature:	
Date:	_
Parent/Guardian's Name:	
Parent/Guardian's Signature:	
Date:	_

## **EXHIBIT: DRAFT: NEAT's Employee/Parent Grievance Policy**

NEAT will make every reasonable effort to resolve grievances and other conflicts and exhaust all options prior to involving the governing board. To this end we will adopt the problem resolution process described below.

#### **Problem Resolution Process**

NEAT recognizes that a staff member may occasionally experience a school-related problem with a parent and that a parent may occasionally experience a school-related problem with a staff member. NEAT's Problem Resolution Process promotes an open, constructive work environment by providing a process for school-related issues. A staff member who experiences a problem with a parent, or vice- versa, is encouraged to utilize the following problem resolution process. [Note that staff members who wish to resolve issues concerning other staff members, rather than parents, should consult NEAT's separate Employee Grievance Policy.]

## **Step One: Informal Attempt at Resolution**

 If a staff member or parent has a complaint against a staff member or parent in the school's community, the first step should be to attempt in good faith to resolve the issue through earnest informal dialogue.

## **Step Two: Mediation with Executive Director**

If the matter cannot be resolved through informal discussion, the staff member or parent may submit a written request for a face-to-face meeting with the Executive Director and any other person or persons whose actions or decisions give rise to the matter.

Upon receipt of such written request, the Executive Director will, where possible, attempt to schedule a meeting with both parties to the conflict, to occur within five business days of his/her receipt of the request.

- At this meeting, each party will have the opportunity to be heard and to make a recommendation as to how the matter could be resolved.
- Within twenty-four hours after the meeting, the Executive Director will send each party a written recommendation as to how the matter should be resolved.

#### **Step Three: Review by the Board of Directors**

- If either the staff member or parent is unsatisfied with the Step Two recommendation, s/he may file a written grievance with the chairperson of the Board of Directors (Board).
- Within five working days of receiving the formal grievance, the Board chair will respond to the grieving party in writing by acknowledging such receipt to the grieving employee and informing the grieving employee of (a) the date, time and location of the next meeting of the full board of directors, and (b) the aggrieved employee's right to appear at such meeting, bring

- an attorney or other advocate to represent him/her, voice her complaints, and bring witnesses to support her position.
- The Board President will include the matter on the agenda of that meeting and allot a reasonable amount of time for a discussion of the matter.

The discussion will include an opportunity for the grieving staff member or parent to present his/her perspective on the matter, including any witness who will speak on his/her behalf. If the complaint is against another staff member, that individual will also have a chance to present a defense to the Board including any witness who will speak on his/her behalf.

The members of the board will also have an opportunity to ask questions of the staff members and the witnesses who speak on his/her behalf. After the grieving staff member or parent's presentation, the Board will go into executive session to discuss the matter.

A decision should be made by the Board in accordance with the following principles:

- 4. Decisions should not be made in haste or based on inadequate information.
- 5. Whenever possible the Board should seek a compromise over an "all-or-nothing" solution to the conflict. In matters that involve policy, the Board should look to relevant policies approved by the Board and to the charter for guidance in the matter.
- 6. The best interests of the children of the school should be the top priority.

The Board will vote on a resolution of the matter, and the Board President will issue the Board's written decision within ten business days after the Board meeting at which the grievance was heard.

All members of the Board, the school Executive Director, and the grieving parent or staff member, as well as any other involved parties will receive a copy of the board's written decision.

This procedure has been established to allow staff members and parents to express their feelings and/or complaints at any time during their relationship with NEAT.

No staff member/parent will ever be penalized for making use of this procedure based on truthful information.

Adopted:

## C.1 Budget

NEAT has developed a budget that fully supports and aligns with our mission and staffing plan, as described in *B.4* Staffing and Human Resources. The budget will support NEAT to open small and scale up from K-2 to K-6 in the initial five-year charter term. As NEAT grows, so too will the school leadership and support staff. The NEAT budget (Appendix C) provides a worksheet, titled Budget Assumptions, detailing the various expense and revenue projections. We have also included a pre-opening and opening year cash-flow analysis for NEAT (Appendix C).

## **NEAT Budget Model**

The financial support for pre-opening activities will be provided almost exclusively by the private donations and grant funding, as detailed later in this section (see Appendix C for NEAT's pre-opening plan). Start up funds from private donors and various grants are anticipated to total \$150,000. NEAT has identified the following potential funders for start-up funds: The Greater Kansas City Foundation (250,000), Hilton Foundation (\$300,000), Durwood Foundation (100,000), Hispanic Development Fund (75,000), Early Education Grant Fund (\$250,000) and the Kansas City Digital Inclusion Fund (\$100,000).

This funding will be critical, and will enable our Executive Director to focus on fully enrolling our students, along with establishing the operational and academic structures of the school. Funds have been budgeted for marketing resources, supporting the execution of the recruitment process detailed in B.5 Student Recruitment and Enrollment. Finally, C.3 Facilities details the funding we have allocated for facility acquisition, renovation, rent and maintenance.

To create a budget that supports our mission and staffing plan for the first five years of operation, NEAT has worked with EdOps, a business management firm with expertise in Kansas City charter schools, and the Missouri Charter Public School Association (MCPSA), in addition to analyzing resources provided by the Missouri State Department of Elementary and Secondary Education (DESE). We have applied appropriate assumptions related to federal revenue sources by comparing the revenue of other charter schools in Kansas City and ensuring alignment with our projected student population (see the Budget Assumptions sheet in Appendix C for details). The attached NEAT budget includes projected reserve funds of over 3% throughout the first five years of operation (rising to over 25% in year 5).

The budget includes a sheet detailing weighted average daily attendance payment (WADA) projections based on the most recent DESE weighting guidelines, NEAT is projecting that our school will serve a 90 % FRPL and 70% LEP student population.

The budget includes basic formula payments of \$8,750 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor in accordance with 160.400.11 RSMo. The charter schools serving elementary school students located in Northeast are each receiving basic formula payments of \$8,745 per WADA in the 2014-15 school year, according to recent 2015 DESE payment transmittal calculations. NEAT has not built any basic formula revenue increases into our five-year budget. This revenue will allow NEAT to open with kindergarten through second grade, establishing our staffing model. In kindergarten, each certified classroom teacher will have support from a teaching associate.

From the second year of operation onwards, Proposition C funding, budgeted at \$875 per prior year WADA (below DESE's 2014-15 budgeted amount of \$922) will supplement the Basic Formula. No Proposition C revenue increase has been included in the budget. NEAT believes the recruitment and retention of high-caliber classroom teachers warrants compensation that reflects expectations of continual professional growth, and has included yearly salary increases in the budget for each school year for all NEAT staff.

## **Financial Contingency Planning**

NEAT's primary focus in planning for financial contingencies is to protect our mission and academic programming. The board and school leadership will work to prevent unexpected financial challenges by staying informed of state and national policy changes, tracking enrollment closely, seeking guidance regarding potential special education revenue and costs, and performing proper oversight via monthly financial reports prepared for the Board by the Executive Director.

Our Executive Director, Dr. King has extensive experience leading and operating public charter schools in Missouri. She is extremely skilled and committed to operating a financially compliant school to mission, along with planning for longer-term growth. 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 the area(s) causing the budget shift and attempt to adjust those factors
- Monitor material shifts in budgeted revenues and expenditures and take swift corrective actions to mitigate budgetary impact

- Negotiate service contracts for possible cost-savings with alternate providers
- Adjust staffing while ensuring the school remains mission aligned
- Modify long-term facility strategy to save costs

Finally, while local school-based fundraising is not part of the five-year budgets submitted in this application, NEAT is aware of the need to raise additional funds in the form of grants or donations to support our school.

The fundraising plan and policies will be developed by the Board of Directors and the Executive Director to enrich the academic and operational foundation of the school. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation.

#### **NEAT LEA Budget Assumptions**

#### **Pre-Opening Year:**

**Revenue:** The financial support for pre-opening activities will be provided by private donations and grants. \$100,000 via an interest free loan will be made available to NEAT in the application by the State Board of Education. This loan will be paid back in years 3-5, as shown on line 32 of the 5-Year Budget worksheet. We have also budgeted \$50,000 in fundra We believe the philanthropic support for STEAM-based learning justifies that once the school becomes a reality (approved to open) further funds can be raised.

**Expense:** The opening year cash flow details total expenses of approximately \$150,000 in the pre-opening year. The largest expense will be the allocation of funds towards facility of In all likelihood, NEAT will be housed in a private facility and we feel it is prudent to ensure there is significant revenue to assist in making the building school ready. Other expenses staff.

The Executive Director will have up to \$10,000 to promote and market the school to the community. Finally, pre-opening year includes the purchase of classroom furniture (\$60,000)

Year 1: We anticipate opening cash balance will be \$150,000

#### Five-Year Budget:

## Revenue:

State: The budget includes basic formula payments of 8750 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be of \$8750 per WADA in the 2014-15 school year, according to their February 2015 DESE payment transmittal calculations. NEAT has not built any basic formula revenue increases in

Local: From year 2 onwards, the budget assumes Proposition C funding at \$916 per prior year WADA (14-15 funding level), which will supplement the Basic Formula. No Proposition

Federal: Federal revenue sources are based on data from 18 existing Kansas City charter schools. The average Title 1 payment per FRPL is 2014-2015 was \$740. The average Title 2 Part B payment was \$129.

Note-Federal Charter School Program (CSP): NEAT, if approved by our sponsor, will apply to DESE for Federal CSP funding in our pre-opening year, and the first year of school operat in the budget. CSP is a key tool to help schools with pre-opening and school launch expenses.

Note-School Based Fundraising: While local school based fundraising is not part of the five year budgets submitted in this application, NEAT is aware of the need to raise additional fundeveloped and tailored by the Executive Director and Board of Directors to enrich the academic and operational foundation of the school. We anticipate fundraising will add approx

## **Expenses:**

Salaries: Salaries have been projected above the KCPS salary schedule information starting teachers at \$45,000, based on a mix of experience and qualifications for eac all teachers will have the credentials and experience noted in *B.4 Staffing*. We have included a 2% yearly salary increase for all NEAT charter staff. Please see Staffing increases.

Employee Benefits: We have budgeted benefits in the following way: FICA/Medicare (7.45%), retirement (9%), unemployment insurance (1.3%), and employee health

Classroom Instruction (1111): Salaries in this category include classroom teachers, P.E., Art, and Music teachers and paraprofessionals. Purchased services reflect anticip teacher costs. Supplies and materials reflect classroom curriculum and instructional materials (\$100 per student for textbooks, \$25 per student for classroom supplies, tablet/laptop cart per grade at a cost of 11600/cart). Years 2-5 reflect textbook costs for new students.

Special Education Services (1221): Salaries reflect 1 FTE Special Education Teacher in Year 1, and additional Special Education teachers in years 2 through 5. We have I education services throughout the five year term, based on a 10% special education student population, and contracted services at \$1,500 per identified student. Suppose student.

Support Services (2114): The purchased services reflect student assessment materials (NWEA at \$15 per ADA, Fountas and Pinnell at \$1000 per grade level. Additiona software. For this cost, we have included an increase as the school adds enrollment throughout the five-year term.

Professional Development (2213): Congruent with Title 2 funding, NEAT will include a travel budget of \$10,000 per year for staff. We have projected 20 professional dev Onboarding) at a cost of \$1,000 per day in year 1. Following Year 1, we have included \$10,000 per year to account for larger staff. NEAT will make adjustments as n

Board Services (2311): Purchased services include allocations for audit, legal services, and liability insurance based on comps from other charters.

Executive Admin Salaries (2321): Salaries reflect Executive Director, Director of Finance/Operations, Information Specialist, Administrative Assistant years 1 through 5

Business Support Services (2511): Purchased services includes back office financial support and copier lease at 1,000/month per copier.

Operation of Plant Services (2541): Purchased service includes lease payments equivalent to \$13 per acquire foot along with operation of plant services (annual expenses, increases in Janitorial costs in years 3 and 5. Janitorial, water/sewer, trash, Mat service, repairs, snow removal, lawn service, pest management and communications (\$ electric, rising 3% in cost each year and building supplies. Equipment reflects furniture purchase, for opening 9 classrooms + \$10,000 in year 1 for office furniture, ye and \$5,000 for additional office based furniture.

Transportation (2551): NEAT does not intent to provide transportation to our general student body. NEAT will provide all necessary transportation to students for wl Additionally, NEAT will provide transportation, as required by McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless.

Food (2563): NEAT charter expects to participate in CSP program, but has nonetheless built in a 5% cushion for food expenses to exceed revenue - and to be conserved sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$6/day per students for 155 days, which is equivalent

Technology (2661): \$10,000 is available to purchase technology in pre-opening year fro students and staff. The Executive Director will assess technology needs for the change. Additional funding has been included in years 2through 5 to ensure new students and staff have access to current technology.

Community Services (3305): Purchased services include marketing materials and resources. Projected as flat due to the larger expense in the pre-opening year, creating

## **NEAT FIVE-YEAR OPERATIONAL BUDGET**

		Year 1 Budget	Year 2 Projected	Year 3 Budget	Year 4 Budget	Year 5 Budget
Revenues						
5100	Local Revenue		241,930	322,573	403,216	483,859
5300	State Revenue	2,276,345	3,035,127	3,793,908	4,552,690	5,311,472
5400	Federal Revenue	184,313	239,417	294,522	349,626	404,730
5899	GRAND TOTAL REVENUES	2,460,658	3,516,474	4,411,003	5,305,532	6,200,061
Expenditures						
1100	Regular Programs	912,350	1,111,619	1,301,743	1,382,233	1,536,991
1200	Special Programs	89,188	208,535	220,634	232,795	245,019
1999	TOTAL INSTRUCTION (K-12 Only)	1,001,538	1,320,154	1,522,377	1,615,028	1,782,010
2100	Support Services - Pupils	28,000	240,310	305,241	305,525	311,781
2200	Support Services - Instructional Staff	60,000	60,000	60,000	60,000	62,000
2300	Support Services - General Administration	44,000	64,500	75,000	83,000	91,000
2400	Support Services - School Administration	149,313	150,021	152,783	155,801	158,975
2500	Operation and Maintenance of Plant Services	706,875	810,379	915,060	1,007,118	3,799,242
2550	Pupil Transportation	6,750	6,750	6,750	6,750	6,750
2560	Food Services	158,428	119,394	111,182	113,006	114,866
2642	Recruitment and Placement	17,000	13,000	13,000	14,000	15,000
2660	Technology	110,413	71,237	72,077	72,935	73,810
2998	TOTAL SUPPORT SERVICES	1,280,778	1,535,591	1,711,094	1,818,134	4,633,424
3800	Community Services	97,275	132,679	134,480	136,318	138,192

4000	4000 Capital Set Aside for Building Purchase		-	100,000	250,000	500,000
5000 Short Term Debt (NEAT Loan Repayment) 9998 TOTAL NON-INSTRUCTIONAL AND SUPPORT  9999 GRAND TOTAL EXPENDITURES		- 97,275	- 132,679	40,000 234,480	40,000 386,318	20,000 638,192
		2,379,590	2,988,424	3,467,951	3,819,480	7,053,626
Total Revenue Over/(Under) Total Expenses		81,068	528,050	943,051	1,486,052	(853,565)
Beginning Balance, July 1		-	81,068	609,118	1,552,169	3,038,221
Ending Bala	nce, June 30	\$81,068	\$609,118	\$1,552,169	\$3,038,221	\$2,184,657
Ending Bala	nce, June 30 opening balance 7/1	<b>\$81,068</b>	<b>\$609,118</b> \$81,068	<b>\$1,552,169</b> \$609,118	<b>\$3,038,221</b> \$1,552,169	<b>\$2,184,657</b> \$3,038,221
Ending Bala						
Ending Bala	opening balance 7/1	\$-	\$81,068	\$609,118	\$1,552,169	\$3,038,221

## NEAT CHARTER-Expenditure by Function

		2016-17 Projected	2017-18 Projected	2018-19 Projected	2019-2020 Projected	2020-2021 Projected
	6100 Salaries	620,000	772,500	927,000	988,988	1,100,459
	6200 Benefits	173,050	212,719	252,743	267,945	296,132
	6300 Purchased Services	14,000	19,500	24,000	27,500	31,500
	6400 Supplies & Materials	33,300	44,400	55,500	66,600	77,700
	6500 Equipment	72,000	62,500	42,500	31,200	31,200
1111	Total Classroom Instruction	912,350	1,111,619	1,301,743	1,382,233	1,536,991
	C400 Calaria	45.000	404 500	404.040	400,000	400.004
	6100 Salaries	45,000	131,580	134,212	136,896	139,634
	6200 Benefits	12,188	35,955	36,423	36,899	37,385
	6300 Purchased Services	22,500	30,000	37,500	45,000	52,500
	6400 Supplies & Materials	4,500	6,000	7,500	9,000	10,500
4004	6500 Equipment	5,000	5,000	5,000	5,000	5,000
1221	Total Special Programs	89,188	208,535	220,634	232,795	245,019
	6100 Salaries	-	165,614	216,766	216,582	221,470
	6200 Benefits	-	46,196	59,476	59,443	60,311
	6300 Purchased Services	8,000	8,500	9,000	9,500	10,000
	6400 Supplies & Materials	10,000	10,000	10,000	10,000	10,000
	6500 Equipment	10,000	10,000	10,000	10,000	10,000
2114	Total Support Services-Pupils	28,000	240,310	305,241	305,525	311,781
	6100 Salaries	<u>-</u>	_	<u>-</u>	-	_
	6200 Benefits	_	_	_	_	_
	6300 Purchased Services	40,000	40,000	40,000	40,000	42,000
	6400 Supplies & Materials	10,000	10,000	10,000	10,000	10,000

	6500 Equipment		10,000	10,000	10,000	10,000	10,000
2213	<b>Total Professional Development</b>		60,000	60,000	60,000	60,000	62,000
	6100 Salaries						
	6200 Benefits						
	6300 Purchased Services		36,000	56,500	67,000	75,000	83,000
	6400 Supplies & Materials		8,000	8,000	8,000	8,000	8,000
	6500 Equipment		-	-	-	-	-
2311	Total Board Services		44,000	64,500	75,000	83,000	91,000
V							
	6100 Salaries		115,000	117,300	119,646	122,039	124,480
	6200 Benefits		28,813	29,221	29,637	30,062	30,495
	6300 Purchased Services		20,0.0	20,22.	20,00.	00,002	00, .00
	6400 Supplies & Materials		500	500	500	700	1,000
	6500 Equipment		5,000	3,000	3,000	3,000	3,000
2411	Total Building Principal Services		149,313	150,021	152,783	155,801	158,975
	6100 Salaries						
	6200 Benefits						
	6300 Purchased Services	23,000	19,600	32,180	33,400	34,250	
	6400 Supplies & Materials	18,000	19,700	21,200	21,400	22,000	
0544	6500 Equipment	- 44.000	-	-		-	
2511	Total Business Support Services	41,000	39,300	53,380	54,800	56,250	
	6100 Salaries	50,000	76,500	78,030	79,591	81,182	
	6200 Benefits	17,275	26,179	26,450	26,727	27,010	

	6300 Purchased Services	257,400	343,200	429,000	514,800	600,600
	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	300,000	300,000	300,000	300,000	3,000,000
2541	Total Operation of Plant Services	644,675	764,879	855,480	946,118	3,736,792
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	<b>-</b>	-
	6300 Purchased Services	1,200	1,200	1,200	1,200	1,200
	6400 Supplies & Materials	20,000	5,000	5,000	5,000	5,000
	6500 Equipment	-	-	-	-	<u> </u>
2546	Total Security	21,200	6,200	6,200	6,200	6,200
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	6,750	6,750	6,750	6,750	6,750
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	
2551	Total Transportation	6,750	6,750	6,750	6,750	6,750
	6100 Salaries	46,742	71,515	72,946	74,404	75,893
	6200 Benefits	11,686	17,879	18,236	18,601	18,973
	6300 Purchased Services					
	6400 Supplies & Materials	50,000	20,000	10,000	10,000	10,000
	6500 Equipment	50,000	10,000	10,000	10,000	10,000
2563	Total Food Services	158,428	119,394	111,182	113,006	114,866
	6100 Salaries					
	6200 Benefits	-	-			
	6300 Purchased Services	7,000	8,000	8,000	9,000	10,000
	6400 Supplies & Materials	10,000	5,000	5,000	5,000	5,000

	6500 Equipment _					
2642	Total Recruitment and Placement	17,000	13,000	13,000	14,000	15,000
	6100 Salaries	35,000	35,700	36,414	37,142	37,885
	6200 Benefits	10,413	10,537	10,663	10,793	10,925
	6300 Purchased Services	-	-	-	-	-
	6400 Supplies & Materials	5,000	5,000	5,000	5,000	5,000
	6500 Equipment	60,000	20,000	20,000	20,000	20,000
2661	Total Technology	110,413	71,237	72,077	72,935	73,810
	6100 Salaries	50,000	76,500	78,030	79,591	81,182
	6200 Benefits	17,275	26,179	26,450	26,727	27,009.88
	6300 Purchased Services					
	6400 Supplies & Materials	20,000	20,000	20,000	20,000	20,000
	6500 Equipment	10,000	10,000	10,000	10,000	10,000
3812	Before/After Care	97,275	132,679	134,480	136,318	138,192
	GRAND TOTAL					
	EXPENDITURES	2,379,590	2,988,424	3,367,951	3,569,480	6,553,626

# **NEAT CONTRACT SERVICES**

	Year 1 Budget	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
Administration		<u>-</u>			
Principal					
Office					
Total Administration	\$0	\$0	\$0	\$0	\$0
Professional Services					
Legal	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Back office	\$0	\$0	\$0	\$0	\$0
Audit		10,000	10,000	10,000	10,000
Total Professional Services	\$15,000	\$30,000	\$35,000	\$40,000	\$45,000
Education					
Substitutes	\$5,000	\$7,500	\$9,000	\$9,500	\$10,500
SPED OT, PT, SLP	\$22,500	\$30,000	\$37,500	\$45,000	\$52,500
Total Education Services	\$27,500	\$37,500	\$46,500	\$54,500	\$63,000
Technology					
IT Support Services	\$0	\$0	\$0	\$0	\$0
Other					
Janitorial	\$0	\$0	\$0	\$0	\$0
Copier	12,000	12,600	24,000	24,000	24,000
Transportation	6,750	6,750	6,750	6,750	6,750
Trash	6,000	6,600	7,200	7,800	8,400
Security	1,200	1,200	1,200	1,200	1,200
Total Other Services	\$25,950	\$27,150	\$39,150	\$39,750	\$40,350
Total Contractual Services	\$68,450	\$94,650	\$120,650	\$134,250	\$148,350

	STATE REVENUE WORKSHEET		Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5310		Enrollment Foundation Formula, State Aid	180	240	300	360	420
3310	5311	Basic Formula - State Monies	2,350,574	3,065,698	3,826,423	4,587,147	5,347,872
	5312	Transportation	2,330,374	3,003,030	3,020,423	4,307,147	3,347,072
	3312	Early Childhood (3 & 4 Year Old)					
	5314	Special Education					
	0011	Career Ladder/Excellence in					
	5317	Education Act					
		Basic Formula - Classroom Trust					
	5319	Fund		68,400	91,200	114,000	136,800
	5322	Career Education/At-Risk - State			- 1,	,	
		Educational and Screening					
		Program Entitlement/Parents as					
	5324	Teachers					
5330		State Revenue					
	5332	Career Education - State					
	5333	Food Service - State					
		Adult Education & Literacy (AEL) -					
	5337	State					
		Adult Education Special Literacy					
	5338	Grant					
		Job Development/Customized					
	5353	Training					
	5358	Safe School Initiative Grant					
		Career Education Enhancement					
	5359	Grant					
	5362	A+ Schools Grant					
	5364	eMINTS/METS Classrooms					
		MO Department of Natural					
	5366	Resources (DNR) Energy Loans					
		MO School Age Children's Health					
	5367	Services Grant					
		Residential Placement/Excess					
	5369	Cost					
	5371	Readers for the Blind					

5399		State Revenue - Subtotal	\$2,350,574	\$3,134,098	\$3,917,623	\$4,701,147	\$5,484,672
	5397	Other State Revenue					
	5382	Missouri Preschool Project					
	5381	Education					
		High Need Fund - Special					
	5377	Resources (DNR) Energy Grant					
		MO Department of Natural					
	5376	Resource					
		Select Teachers As Regional					
	5372	Agency (SEMA) Funds					
		State Emergency Management					

STATE REVE	STATE REVENUE WORKSHEET		Year 2	Year 3	Year 4	Year 5
Code Detail		Projected	Projected	Projected	Projected	Projected
	Enrollment	180	240	300	360	420
5310	Foundation Formula, State Aid					
5311	Basic Formula - State Monies	2,350,574	3,065,698	3,826,423	4,587,147	5,347,872
5312	Transportation					
5314	Early Childhood (3 & 4 Year Old) Special Education					
5317	Career Ladder/Excellence in Education Act					
5319 5322	Basic Formula - Classroom Trust Fund Career Education/At-Risk - State		68,400	91,200	114,000	136,800
5324	Educational and Screening Program Entitlement/Parents as Teachers					
5330	State Revenue					

5332	Career Education - State
5333	Food Service - State
5337	Adult Education & Literacy (AEL) - State
5338	Adult Education Special Literacy Grant
5353 5358	Job Development/Customized Training Safe School Initiative Grant
5359	Career Education Enhancement Grant
5362 5364	A+ Schools Grant eMINTS/METS Classrooms
5366	MO Department of Natural Resources (DNR) Energy Loans
5367	MO School Age Children's Health Services Grant

5369	Residential Placement/Excess Cost					
5371	Readers for the Blind					
5372	State Emergency Management Agency (SEMA) Funds					
5376	Select Teachers As Regional Resource					
	MO Department of Natural Resources (DNR)					
5377	Energy Grant					
5381	High Need Fund - Special Education Missouri Preschool					
5382	Project					
5397	Other State Revenue					
	State Revenue - Subtotal	\$2,350,574	\$3,134,098	\$3,917,623	\$4,701,147	\$5,484,672

	Enrollment		180	240	300	360	420
<b>FEDER</b> Code	FEDERAL REVENUE WORKSHEET  Code Detail			Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5410- 19		Grants-in-Aid Unrestricted, Direct		·	·	·	
	5411	Impact Aid					
	5412	Medicaid					
	5413	Federal Disaster Assistance					
	5416	Federal Housing					
	5417	Federal Flood Counseling					
	5418	Reserve Officer Training Corps (ROTC)					
5420-	_						
59		Grants-in-Aid - Restricted, Federal Through State					
	5421	Child Development Associate (CDA) Grant					
	5427	Perkins Basic Grant, Career Education					
	5431	Perkins Tech Prep Grant, Career Education					
	5435	Workforce Investment Act (WIA) - Federal					
	5436	Adult Education & Literacy (AEL) - Federal					
	5441	Individuals with Disabilities Act (IDEA)	22,500	30,000	37,500	45,000	52,500
	5442	Early Childhood Special Education - Federal					
	5445	School Lunch Program	32,500	39,000	45,500	52,000	58,500
	5446	School Breakfast Program	15,000	18,000	21,000	24,000	27,000
	5447	Special Milk Program					
	5448	After-School Snack Program					
	5451 5452	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged Title I, Part C - Migrant Education	99,454	132,605	165,756	198,907	232,058

5453	Title I, Part B - Student Reading Skills Improvement Grants					
5454	Title I, Part F - Comprehensive School Reform					
5455	Title V, ESEA - Innovative Education Programs					
5456	Title Iv, LIFT Grant					
5459	Twenty-First Century Grant					
5460- 79	Other Federal Restricted, Through the State					
5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
5462	Title III, ESEA - English Language Acquisition and Academic Achievement					
5463	Education for Homeless Children and Youth					
5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships	s 18,000	24,000	30,000	36,000	42,000
5466	Title II, Part D, ESEA - Enhancing Education Through Technology					
5472	Child Care Development Fund Grant					
5473	National and Community Service Trust Act of 1993					
5475	AIDS Education Grant					
5476	Title I, Part B - Even Start Family Literacy					
5477 5478	Federal Emergency Management Agency (FEMA) Funds Vocational Rehabilitation					

5480-							
89	Other Grants-in-Aid-Restricted	, Federal					
548	5481 Department of Health Food Service Program						
548	5482 Workforce Investment Act (WIA)						
548	5483 Head Start						
5484 Pell Grants							
548	Impact Aid, Restrict	ed Purpose					
548	Facilities Infrastruct	ure Improvement Grant					
549	Title I, Part B - Rura	l Education Initiative					
549	Other Federal Reve	nue					
5499	Federal Revenue -	- Subtotal	\$187,454	\$243,605	\$299,756	\$355,907	\$412,058

# **NEAT STAFF PROECTIONS**

# SALARIES

STAFF SALARY WORKSHEET			•								
ENROLLMENT			180		240		300		360		420
	Base Salary	No.	Year 1	No.	Year 2	No.	Year 3	No.	Year 4	No.	Year 5
Position	<u></u>	Emp.	Budget								
Administrators	<del>_</del>										
Executive Director	80,000	1	80,000	1	81,600	1	83,232	1	84,897	1	86,595
Information Tech. Specialist	35,000	1	35,000	1	35,700	1	36,414	1	37,142	1	37,885
Office Clerk	28,394	0		1	28,934	1	30,534	1	32,134	1	33,334
Administrative Secretary	35,000	1	35,000	1	35,700	1	36,414	1	37,142	1	37,885
Director of Finance/Operations	50,000	1	45,000	1	45,900	1	52,020	1	54,122	1	54,122
TOTAL ADMINISTRATORS		4	195,000	5	227,834	5	238,614	5	245,437	5	249,820
Core Instructional Staff											
Kinder	45,000	3	135,000	3	137,700	3	140,454	3	143,263	3	146,128
1st	45,000	3	135,000	3	137,700	3	140,454	3	143,263	3	146,128
2nd	45,000	3	135,000	3	137,700	3	140,454	3	143,263	3	146,128
3rd	45,000	0	-	3	137,700	3	140,454	2	95,509	2	97,419
4th	45,000	0	-	-	-	3	137,700	2	93,636	2	95,509
5th	45,000	0	-	-	-	-	-	3	137,700	2	93,636
6th	45,000	0	-	-	-	-	-		-	3	137,700
SPED Coordinator	45,000	1	45,000	1	45,900	1	46,818	1	47,754	1	48,709
SpED Teachers	42,000	0	ı	2	85,680	2	87,394	2	89,141	2	90,924
TOTAL CORE INSTRUCTIONAL STA	AFF	10	450,000	15	682,380	18	833,728	19	893,530	21	1,002,282
Enrichment Staff											
PE	45,000	1	45,000	1.00	45,900	1.00	46,818	1	47,754	1	48,709
Art	45,000	1	45,000	1.00	45,900	1.00	46,818	1	47,754	1	48,709
Music	45,000	1	45,000	1.00	45,900	1.00	46,818	1	47,754	1	48,709
TOTAL ENRICHMENT STAFF		3	135,000	3	137,700	3	140,454	3	143,263	3	146,128

		1		-						-	
Support Staff											
ELL Teacher	45,000		-	1	45,900	2	93,636	2	90,000	2	91,800
K TA	25,000	3	75,000	3	76,500	3	78,030	3	79,591	3	81,182
Social Worker	42,000	0	_	1	42,840	1	43,697	1	44,571	1	45,462
Nurse	47,000	0	_	1.00	47,940	1	48,899	1	49,877	1	50,874
		3.0	75,000	6.0	213,180	7.0	264,262	7.0	264,038	7.0	269,319
Operations Staff											
Cafeteria Staff	23,371	1	23,371	2	47,677	2	48,630	2	49,603	2	50,595
Cafeteria Manager	23,371	1	23,371	1	23,838	1	24,315	1	24,801	1	25,298
Custodian	25,000	2	50,000	3	76,500	3	78,030	3	79,591	3	81,182
Before/After School Care	25,000	2	50,000	3	76,500	3	78,030	3	79,591	3	81,182
TOTAL OPERATIONS STAFF		6.0	146,742	9.0	224,515	9.0	229,006	9.0	233,586	9.0	238,257
Total Salaries		26.0	1,001,742	38.0	1,485,609	42.0	1,706,063	43.0	1,779,853	45.0	1,905,807

WA	$D\Delta$	വ	CH	latio	n
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	Enrollment	Attendance %	A	DA	FRL WEIGHT	LEP WEIGHT	WADA	per WADA p	ayment	les
Year 1	180	92%		165.6	16.15	82.37	264.12		8750	
Year 2	240	92%		220.8	21.53	109.83	352.15		8750	
Year 3	300	92%		276.0	26.91	137.28	440.19		8750	
Year 4	360	92%		331.2	32.29	164.74	528.23		8750	
Year 5	420	92%		386.4	37.67	192.20	616.27		8750	
	Υ	ear 1			Yea	ar 2			Year	. 3
	FRL	LEP			<u>FRL</u>	<u>LEP</u>		FRL		
Expected %	80%	<del>85%</del>			80%	<del>85%</del>		80%		
count	132.48	140.76			176.64	187.68		220.80	)	
threshold %	41.0%	2.1%			41.0%	2.1%		41.0%	D	
threshhold count	67.90	3.48			90.53	4.64		113.16	6	
for weighting	64.58	137.28			86.11	183.04		107.64	1	
weight	0.25	0.6			0.25	0.6		0.25		
wada	16.15	82.37			21.53	109.83		26.91		
	payment		Year 1		Year 2	Year 3	Year 4	Year 5		
TITLE 1	727			132	177	221	265		309	
TITLE 2	100			180	240	300	360		420	
SPED Part B	125			180	240	300	360		420	
			Year 1		Year 2	Year 3	Year 4	Year 5		
TITLE 1				96,313	128,417	160,522	192,626	. 54. 6	224,730	
TITLE 2				18,000	24,000	30,000	36,000		42,000	
SPED Part B				22,500	30,000	37,500	45,000		52,500	

per WADA payment	less sponsor fee	TOTAL
8750	0.985	2,276,345
8750	0.985	3,035,127
8750	0.985	3,793,908
8750	0.985	4,552,690
8750	0.985	5,311,472

`	Year 3	Year	4
<u>FRL</u>	<u>LEP</u>	<u>FRL</u>	<u>LEP</u>
80%	85%	80%	85%
220.80	234.60	264.96	281.52
41.0%	2.1%	41.0%	2.1%
113.16	5.80	135.79	6.96
107.64	228.80	129.17	274.56
0.25	0.6	0.25	0.6
26.91	137.28	32.29	164.74

Year 5

309

420

420

Year 5

224,730 42,000 52,500

# Year 1 Cash Flow Forecast-Summary Object Level

	7/1/17	8/1/17	9/1/17	10/1/17	<u>11/1/17</u>	12/1/17	<u>1/1/18</u>	2/1/18	3/1/18	<u>4/1/18</u>	<u>5/1/18</u>	<u>6/1/18</u>	
Beginning Cash Balance	125,000.00	\$4,992	\$1,806	\$3,920	\$23,870	\$43,820	\$63,770	\$87,471	\$111,171	\$134,871	\$158,571	\$180,471	
REVENUES			•							•			
<u>-</u> ocal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
State	\$0		\$146,027	\$146,027	\$146,027	\$146,027	\$146,027	\$146,027	\$146,027	\$146,027	\$146,027	\$146,027	
<sup>-</sup> ederal	\$0	\$0	\$0	\$16,947	\$16,947	\$16,947	\$20,697	\$20,697	\$20,697	\$20,697	\$20,697	\$20,697	
OTAL REVENUES	\$0	\$146,027	\$146,027	\$162,974	\$162,974	\$162,974	\$166,724	\$166,724	\$166,724	\$166,724	\$166,724	\$166,724	\$1,
EXPENDITURES													
3100 Salaries	\$13,333	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	\$78,492	
3200 Benefits 300 Purchased	\$3,767	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	\$21,749	
3ervices	\$26,367	\$36,448	\$31,948	\$31,948	\$31,948	\$31,948	\$31,948	\$31,948	\$31,948	\$31,948	\$33,748	\$33,748	
3400 Supplies &													
/laterials	\$2,542	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	\$10,523	
3500 Equipment	\$74,000	\$2,000	\$1,200	\$311	\$311	\$311	\$311	\$311	\$311	\$311	\$311	\$311	
OTAL EXPENDITURES	\$120,008	\$149,213	\$143,913	\$143,024	\$143,024	\$143,024	\$143,024	\$143,024	\$143,024	\$143,024	\$144,824	\$144,824	\$1,
SURPLUS	-\$120,008	-\$3,186	\$2,114	\$19,950	\$19,950	\$19,950	\$23,700	\$23,700	\$23,700	\$23,700	\$21,900	\$21,900	
Ending Cash Balance	\$4,992	\$1,806	\$3,920	\$23,870	\$43,820	\$63,770	\$87,471	\$111,171	\$134,871	\$158,571	\$180,471	\$202,371	:

# **NEAT LEA CASH FLOW PRE-OPENING YEAR**

#### Revenue

Private funds (projected fundraising)	\$50,000
Interest free loan	\$100,000
Total Revenue	\$150,000

#### **Expenditures**

\$60,000
\$8,000
5000
0
10000
21,000
10000
1000
1000
2000
500
8000
500
0
0
0
3000
0
10000
0
0
0
10000

\$150,000

# **C.2 Financial Management**

## **NEAT's Financial Systems and Procedures**

NEAT is committed to establishing an effective and responsible financial management system. The school budget will be developed by the Executive Director, and the Board Finance Committee, who will be responsible for the financial oversight. The school staff will have input into the budget process and review budget reports each quarter. A working draft will be submitted to the Board for their review by April 1 of each year. The Board will grant full approval and adoption prior to June 30.

In addition, NEAT intends to contract with a financial services provider on an asneeded basis to support the Director of Finance/Operations to review accounting policies and procedures, assist in the yearly audit, preparation of budgets and monthly reports, and professionally develop the Director of Finance/Operations.

NEAT will follow the financial policies, controls and procedures developed by the Executive Director and Board during the pre-opening period. In addition, the Executive Director and Director of Finance/Operations will prepare, and the Board will approve for submission, all necessary financial documentation for the Annual Secretary of the Board Report, in accordance with 162.821 and 165.012.1 RSMo.

The Executive Director and Director of Finance/Operations will attend the Missouri Student Information System (MOSIS) training sessions and webinars. All fiscal policies and procedures will be reviewed annually by the Finance Committee of the Board.

NEAT will file all necessary federal and state tax documents. NEAT leadership will utilize a student information system (SIS) to track data related to enrollment eligibility and family and student eligibility for free and reduced price lunch. Additionally, the selected system will track data related to Individualized Education Plans (IEP) and English language learner (ELL) services. The Executive Director, working with the Director of Finance/Operations will prepare monthly balance sheets and statements of activity that will be presented to the Board at their monthly meetings. All school financial information will be maintained in compliance with public school retention laws.

Additionally, NEAT will ensure that any grants or federal programs NEAT receives will be administered according to established guidelines including the Code of Federal Regulations Uniform Grant Guidance (OMNI), and the Education Department General Administrative Regulations (EDGAR).

Please see **Exhibit C.2: Finance Policies Template** for more information regarding General, Asset Protection Banking & Financial Management Procurement (Purchasing) Payroll and Contracted Services.

#### **Fiscal Audits**

As an LEA, NEAT will meet the requirements regarding annual financial audits (R.S.Mo 160.405.5). The NEAT Board will contract with a reputable, independent financial firm to conduct its annual audit.

The financial audit will comply with the Missouri State Board of Education, Rule 5 CSR 30-4.030. Should the audit note any exceptions or deficiencies, NEAT will follow a procedure whereby the school:

- Informs in writing all audit recipients of any exception and/or deficiency the school disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the state, sponsor and the School by no later than the following June 30th or other time as may be mutually agreed to.

**Annual Secretary of the Board Report:** Pursuant to charter school statute and R.S.Mo 162.821, NEAT will produce an Annual Secretary of the Board Report in compliance with DESE procedures and protocols. The audit will be made public according to Missouri statute section 165.121.5(3), RSMo.

**Liability and Employee Theft Insurance:** Pursuant to R.S.Mo 160.405.13(2), NEAT will purchase an insurance policy covering all employees in the amount of \$500,000 or more to provide coverage in the event of employee theft. NEAT has received information and quotes from CharterSafe Insurance regarding such a policy.

Please see **Exhibit C.2: Insurance** for more information regarding procurement of all necessary liability insurance at the school.

#### Exhibit C.2

# **DRAFT NEAT Finance Policies Template**

# General Asset Protection Banking & Financial Management Procurement (Purchasing) Payroll Contracted Services

#### Introduction

Operating a charter school is engaging for administrators and is fulfilling the dreams of its Founders. It is also very rewarding on many levels, particularly as the successes of students are observed. It is also serious business. As a part of planning, financial policies, procedures, forms, documents, etc. (internal controls) need to be considered. This "draft finance policies" document, coupled with procedures and good practices are the foundation of effective internal controls.

NEAT shall make these policies available in the office (main business office) and on NEAT's website. This delegated authority requires checks and balances (internal controls) to ensure that the Board properly accounts for and spends public funds for which it is entrusted within the law, and without malfeasance.

#### Internal Controls

Internal Controls are an integral part of a charter school (school) "control environment" to ensure NEAT's assets are safeguarded and to minimize risk. Internal controls consist of well-crafted policies, procedures, guides (guidelines) and forms indicating how we're supposed to do it. They also include implementation and practices (modeling) by leadership and school staff how we actually do it. How we're supposed to do it and how we actually do it should be the same in almost all circumstances. Internal controls are developed for the purpose of:

- Protecting against waste of resources through inefficiencies;
- Protecting resources against embezzlement, bribes, theft or other types of fraud;
- Protecting against poor management, carelessness and unintentional errors;
- Securing compliance with both law and rules of the state, policies of the school and the audit requirements of the State of Missouri pertaining to "public funds";
- Protecting against loss or destruction of records;
- Ensuring data reliability and accuracy;
- Evaluating the level of performance of NEAT's operations.

Under the direction of the Board of Directors, NEAT is required to establish and maintain adequate accounting records and implement internal control policies & procedures. Internal control consists of six components: control environment, risk assessment, control activities, information and communication, segregation of

duties and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

The Board and all levels of administration and instructional staff are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability. The Board and administration are also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct. Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within NEAT or Charter School sponsor. Internal controls provide NEAT with the foundation to properly safeguard assets, implement policies.

NEAT will provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Board members and the Executive Director should review NEATs' Internal Controls Guide to further understand the need for internal controls and their role in their implementation and oversight.

The policies outlined herein will be reviewed at least annually. Employees involved in the processes and procedures associated with these policies will be trained at least annually in their duties.

# **Governing Board Authority**

The Board of Directors, Governing Board, etc. (Board) is responsible for the operation of school in accordance with state and federal laws. The Board is also responsible for operating NEAT in accordance with the representations made in its charter. Specifically, the Board shall have the sole authority to approve and will incorporate into its own minutes such matters as:

- Adoption and amendment of the annual budget;
- · Selection or termination of key employees;
- Key employees' salary and benefits changes;
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter;
- Investment policies, depository and investment banks;
- Purchase or sale of real property;
- Review and acceptance of interim monthly financial statements;
- Selection of NEAT's auditor (CPA firm);
- Service on NEAT's audit committee;
- Review of any transaction or account of NEAT at its discretion.

## **Administrative Authority**

The Executive Director, and under their direction, the Director of Finance/Operations are authorized by the Board to execute transactions for NEAT (with exceptions for certain legal, capital purchases and indebtedness, etc. noted herein) and to make all purchases and disbursements necessary according to policy for the operation of NEAT. The Executive Director and the Director of Finance/Operations will report all financial transactions directly to the Board monthly in a public board meeting. Both the Executive Director and the employee(s) within the business office may report to the Board independently if requested, or if they deem appropriate on certain matters, or in any case where mismanagement or fraud is suspected.

# **Compliance with Laws**

NEAT will follow all applicable laws and regulations that govern charter schools within the State of Missouri, including statues 160.405.11; 166.405.13; 160.415.8. NEAT shall comply with Title IX and shall not discriminate on the basis of sex in education programs. Applicable federal laws and regulations will be adopted as federal program funds and grant funding is received. NEAT will provide access to school records if requested by a person or entity under the Government Records Access Management Act (GRAMA). Additionally, records will be available to the Missouri Department of Elementary and Secondary Education (DESE), Charter Sponsor or other governmental entity as needed.

#### **Political Contributions**

No funds or assets of NEAT may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Following are examples of prohibited activities:

- Contributions by an employee that are reimbursed through expense accounts or in other ways;
- Purchase of tickets for political fundraising events;
- Contributions in-kind, such as lending employees to political parties or using NEAT's assets in political campaigns.

# Record Keeping

To provide an accurate record of all financial transactions (a good audit trail), NEAT's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to charter schools. This includes recordkeeping in both the modified and full-accrual bases of accounting. Audited financial statements certified by an independent auditor will be prepared annually using the accrual basis of accounting. Further, NEAT specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of NEAT;
- Receipts and disbursements must be fully and accurately described in the books and records;

• No false or fictitious vendors, invoices or entries may be made on the books or records nor any false or misleading reports issued.

# **Record Retention and Disposal**

Records are maintained for the minimum period according to state law and the guidelines. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:

- For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
  - 1. a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
  - 2. b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
- 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained according to state law.

# Asset Protection Policies Signature Authority

To properly segregate duties, the Board Chair (President), the Treasurer, the Executive Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

# **Security of Financial Data**

NEAT's accounting software will be maintained to ensure that adequate internal controls and security measures are established to minimize unauthorized access to school data (i.e., proper password protection). The system's accounting data shall be backed up periodically to ensure the recoverability of financial information in case of failure. The backup file(s)must be stored separately in a fire safe area and properly secured. All other financial data, petty cash box(es), check stock, etc. will be secured from unauthorized access.

### **Security of School Documents**

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- Charter and all related amendments;
- Articles of Incorporation and By-laws;
- Minutes of the Board of Trustees and subcommittees:
- Corporate and payroll tax registrations;
- · Banking & financial agreements;
- Leases:
- Insurance policies;
- Grant and contract agreements;
- · Fixed asset inventory list.

#### **Use of School Assets**

School employees should not use any of NEAT's assets for personal use without prior approval of NEAT administration and with proper justification.

# Facilities Use by Outside Persons or Entities

In accordance with state law, the Board authorizes, on condition, the use of school facilities for other than school purposes. It is understood that NEAT shall by law assume no expense as a result of the leasing of school properties, facilities, including grounds, furnishings and equipment. It is further understood that restraint must be exercised in leasing facilities for purposes other than school functions, to the extent that such leasing shall not interfere with NEAT curriculum, program and standards. The Board may refuse the use of school facilities by outside entities if it determines the use in inadvisable. The Board authorizes the Administration to establish rules, guidelines, procedures and fees for the rental and use of school facilities for other than school purposes. The Board will review and approve the procedures as needed. The Executive Director and Director of Finance/Operations shall administer the rules and guidelines and see that all entities follow established procedures.

#### **Audit**

The Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of NEAT's financial records and statements. The audit is performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS). The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

#### **Audit Committee**

The Board shall establish an audit committee comprised exclusively of Board members, which shall:

 Seek to understand its role and duties as outlined in the GFOA Audit Committees guide;

- Review, audit and initial original bank statements and account reconciliations from the accounting system for each period reconciled;
- Review, in a public meeting, audit reports provided to the Committee directly by outside firm;
- Review NEAT's risk assessment processes and procedures to ensure adequate internal controls are maintained;
- Ensure timely resolution of matters reported by internal audits or by outside firm:
- Ensure that outside firm is selected through a competitive-bid process;
- Be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- Periodically review this policy, no less than once every five years, to assess its continued adequacy;
- Possess knowledge of and experience in finance, auditing, or accounting if possible;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

# **Insurance and Bonding**

NEAT maintains minimum levels of coverage, as deemed appropriate by the Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- · Directors and Officers
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Treasurers' (fidelity) Bond
- Employee Retirement Income Security Act (ERISA) bond (as applicable for retirement plan)
- Surety bond for Director of Finance/Operations\*

A surety bond is required on the person who has investment control over NEAT's public funds, typically NEAT's Director of Finance. NEAT will require proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Board.

# **Banking & Financial Management Policies General**

Accounting policies and financial reporting adopted by NEAT will be consistent with a special purpose governmental entity that engages in educational-type activities. The Board has oversight of the management of NEAT inclusive of establishing the governance structure and the financial management policies as set forth in NEAT's charter.

## **Budgeting**

School administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Board approves a final budget for the operation of NEAT for the prior twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward-looking budgets and projections are reviewed and approved by the Board at an open and public meeting.

- The fiscal year (budget year) of NEAT is July 1st through June 30th.
   The appropriate accounting period is used for all adjusting entries and accruals:
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the director and Treasurer and are presented to the Board at each board meeting (with limited exceptions);
- Administration shall follow the Board approved budget with exceptions approved by the Board.

#### **Bank Accounts**

The Board may authorize bank accounts for general or specific purposes. School assets shall be kept at any bank or financial institution that is approved by the sponsor. All bank accounts shall be reconciled as often as statements are available, typically monthly.

#### Investments

NEAT shall follow state law and rule as outlined by statute, Administrative Rule and the rules of the Department of Elementary and Secondary Education in investing school cash assets.

# **Cash Disbursements Policy**

- 1. All cash disbursements shall be made in accordance with the Procurement Policy.
- 2. Checks shall be prepared by the business office on a weekly basis, if needed.
- 3. Checks shall be prepared for all obligations for which there is proper documentation of approval as evidenced by a properly approved invoice, and/or purchase order form.
- 4. Bank account signers shall be the Executive Director, Board President and Board Treasurer. With a majority vote of the Board, one additional board member may be added as a bank signer, if it is determined that the

- Board Treasurer and/or may have difficulty coordinating with the Director of Finance to sign checks.
- 5. Checks less than \$1000 shall require only one (1) signature on any check.
- 6. Checks greater than \$1000 and up to \$5000 require any two (2) signatures.
- 7. Checks greater than \$5000 require two (2) signatures, one of which must be the Board President.
- 8. Check detail reports shall be submitted to the Board Treasurer.

## Cash Handling and Cash Receipts

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of NEAT, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented. NEAT staff shall follow established procedures (internal controls) for the handling of cash receipts as outlined in the Cash Handling & Receipts Procedures. NEAT will comply with all applicable state and federal laws.

All funds shall be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt. Unauthorized school employees should never hold funds in any unapproved location for any reason. Periodic and unscheduled audits or reviews should be performed for all cash activity.

#### **Fundraising**

Fundraising is generally permitted within NEAT to allow NEAT to raise additional funds to supplement school-sponsored academic and co-curricular programs. Fundraising at NEAT level is only authorized and administered by the Executive Director. The Board shall annually review the fundraising activities of NEAT and of all activities that support or subsidize NEAT. The Board shall ensure that revenues raised during fundraising activities or through activities that support NEAT (local funds) are raised within established cash handling policies. All expenditures shall be made in accordance with established school policies and procedures. The Board shall ensure that all activities of fundraising and parent organizations are adequately reviewed and considered with NEAT's insurer to evaluate and manage risks associated with such activities. Fundraising quidelines are:

- All monies raised through fundraisers for school-sponsored activities are considered public funds. This includes all donations to NEAT, regardless of whether or not such donations are part of any fundraising activity or event;
- Cash Handling and Cash Receipt procedures of NEAT apply to all school- sponsored fundraising activities;

- Relationships with non-school employees in relation to fundraising activities are managed by the Executive Director;
- Conflict of Interest forms must be completed when persons employed by or affiliated with NEAT are also involved in fundraising organizations or hold funds that that will benefit NEAT;
- "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by NEAT, school board, administration, or board committees, including the authorized parent organization or authorized curricular school clubs, activities, sports, classes or programs.

#### **Donation & Gifts**

Donations may be accepted, providing the item(s) to be donated (cash, goods, services) are legal to possess by a public school, safe, unencumbered, usable by NEAT and are generally not restricted in their use, or are not restricted for use by an individual employee. Donations for the purpose of compensating specific employees or positions may not be accepted (donors can donate for other purposes instead). Donations received by NEAT become public funds and may not be returned or expended except within the law as applicable to the appropriate use of public funds. All policies and procedures of NEAT are applicable to donations, including Cash Receipt and Disbursement policies and procedures, and all other internal controls. Gifts to NEAT must be general in nature and may not be restricted such that they cannot be used for various purposes, except when those purposes are to a specific program, such as the PE program, science department or art program. Donations or gifts intended to benefit a specific student, teacher or classroom may not be accepted and could be considered a bribe. The value of a gift or donation to NEAT may not be assessed or assigned by NEAT. The value and tax deductibility of a donation or gift made by an individual or company is to be determined by the donor and their accountant, not NEAT. No dollar value may be assigned to a donation verbally or in writing. If a product or service is given in return for a donation or gift that is clearly defined, such as a \$250 advertising slot in the yearbook, that value can be disclosed by providing NEAT's advertising rates to the donor for them to assign a value.

# **Capitalization of Property**

All tangible personal property, land, capital improvements or buildings with a useful life of more than one year and a unit acquisition cost that exceeds the board-authorized capitalization threshold are recorded and capitalized on the property schedule. The Board shall establish the capitalization threshold. The asset capitalized cost includes actual tax, shipping/handling, and other expenses incurred to bring the asset ready for its intended use. Additionally, these policies apply to capital assets:

 All capitalized assets will be depreciated using the straight-line method of depreciation in accordance with such asset's useful life and governmental & financial accounting standards;

- The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets;
- NEAT maintains records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts;
- Upon receipt, all property that qualifies as necessary to include on the property schedule, or has reasonable possibility of theft, or is required by law, must be properly labeled with asset ID tags;
- Assets purchased or received that cost less than the depreciation threshold will be expensed in the period purchased;
- No item on the property schedule shall be removed from the premises without prior approval from the Board. Procedures for asset disposal must comply with state or federal law or regulation where appropriate. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to state or US Dept. of Education General Administrative Regulations and Missouri statues 160.405.11; 166.405.13; 160.415.8.
- Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements;
- A physical inventory of property included on NEAT's property schedule is performed on an annual or every two-year basis and is reconciled to the property schedule and general ledger of NEAT.

#### Liabilities

Encumbrances, debt or other obligations are recognized and measured in conformity with generally accepted accounting principles in both the modified and full accrual bases of accounting. Liabilities also include certain other deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The Board and administration, in consultation with accounting firms, will determine liabilities as needed for financial statements.

#### **Accounts Payable**

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis, considering critical disbursements, including payroll and tax obligations, etc.

#### Use Of School Credit & Debit Cards

Debit cards are only authorized with Board approval. NEAT credit cards and purchase cards shall only be issued with the formal approval of the Board and with proper justification. The cost/benefit to NEAT should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should

be assigned to specific school employees and should be used only for school-related expenditures.

All charges must be supported by transaction-level invoices (point-of-sale receipts) or travel reports to be eligible for payment by NEAT. Monthly credit card statements are reconciled by business manager to point-of-sale receipts and travel reports. They are reviewed and approved monthly by the Board.

#### Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

#### Debt

Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year. All short-term and long-term debt must be approved by the Board. Loan agreements approved by the Board shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule. School administration may not enter into loan agreements without Board approval.

#### **Net Assets**

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

#### **Consistency in Cost Accounting**

Practices used by NEAT in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by NEAT in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

# Procurement (Purchasing) Policies Procurement of Goods and Services

NEAT shall follow outlined procurement (purchasing) procedures of NEAT and provisions of the state procurement code and procure only those items and services that are required to perform the mission and/or fill a bona fide need.

Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price.

### Additionally:

- Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law;
- Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the state procurement code (160.405.11; 166.405.13; 160.415.8.)
- Multi-year contracts shall comply with Missouri statutes 160.405.11;
   166.405.13;
   160.415.8;
- Construction and improvements shall comply with the law and administrative rules of the State of Missouri and its departments or agencies and differing rules, forms or reports, not in accordance with state law and administrative rules, may not be produced by school staff or outside service providers without Board authorization;
- Written records will be kept for all purchases, including completive bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file:
- All lease agreements will be evidenced by a lease or sublease agreement approved by the Board and signed by the Board President. The agreement will identify all the terms and conditions of the lease;
- Administration or any agent of NEAT may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under Missouri statutes 160.405.11; 166.405.13; 160.415.8.
- Satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor.

To establish policy for procurement of goods and services. All school purchasing should be decided so as to promote overall economy and best use of public funds.

#### Policy:

- 1. Procurement shall be made in accordance with Missouri statutes 160.405.11; 166.405.13; 160.415.8.
- 2. Purchases for consumable supplies (i.e. paper) require an annual bid process to ensure that the best price is being obtained. This bid process shall consist of two (2) bids being obtained. If a better price is found during the year, the purchase may be made at the better price without repeating the bid process. When state contracts are used, the annual bid process is not required.
- 3. Purchases under \$1,000 require approval of the Executive Director prior to purchase being made.
  - 1. Orders may not be placed without prior approval

- 2. Purchase Order form must include all required signatures, along with quotes or estimates. For these small purchases, a printout from the internet, or copy of a catalogue page is acceptable.
- 4. Purchases of multiple items, individually less than \$1,000 and collectively less than \$5,000 have the same requirements as #3 above.
- 5. Purchases greater than \$1,000 (or \$5,000 for multiple items) and less than \$50,000 require two (2) written quotes or bids. For purchases in this category, a quote or bid on the vendor's letterhead or documentation must be included. A printout from the internet, or copy of a catalogue page is NOT acceptable.
  - 1. Orders may not be placed without prior approval
  - 2. All purchases less than \$5,000 require approval of NEAT Director
  - 3. Purchases greater than \$5,000 and less than \$25,000 require the approval of the Board Finance Committee, which shall be deemed approved by a simple majority vote of all committee members, in addition to the Executive Director's approval.
  - 4. Purchases greater than \$25,000 require approval of the Board of Directors.
- 6. Purchases greater than \$50,000 require a formal bid process as required by law, including appropriate publishing of RFP (Request For Proposal).
  - 1. Orders may not be placed without prior approval.
  - 2. Purchases greater than \$25,000 require approval of the Governing Board.
- 7. Purchases from a single vendor may not exceed \$50,000 per year.
  - 1. If purchases from a single vendor are expected to exceed \$50,000 per year, a bid and contract process must be followed, unless written exemption from the board is granted.
  - 2. Purchases of professional services have a threshold of \$100,000 rather than \$50,000.

#### **Emergency Purchases**

An "emergency purchase" is the purchase of goods or services that are so badly needed that NEAT will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at NEAT's discretion and "best value" procurement guidelines must be followed. In addition, the purchase must be authorized by the Board President. Sound business practices shall be used and documented in all cases.

### Sales Tax

NEAT is exempt from sales tax as both as governmental entity and as a charitable organization.

- The NEAT Board and administration shall maintain NEAT's IRS (501c3) and public school tax-exempt status by complying with government regulations at all times;
- NEAT administration shall follow vendor policies regarding sales tax exemption;

- As authorized, school employees or volunteers may use NEAT's non- profit tax exemption registration number (and Tax Commission form) only for legitimate school purchases. Authorization may be revoked when necessary;
- Employees or volunteers may not be reimbursed for sales tax. If sales tax is paid by school employees or volunteers at the point of sale, NEAT may seek reimbursement of sales tax consistent with applicable rules at its discretion.

# Payroll Policies Payroll Related Expenditures

The Board, with authority delegated to the Executive Director, shall ensure that payroll-related expenditures are earned, accurate and approved (authorized) before payment is made. Additionally, the following applies to payroll-related expenditures:

- Employees are paid on a 12-month schedule, as wages are earned, and in accordance with pay periods and pay dates as authorized by the Board;
- NEAT shall communicate pay rate information clearly and effectively to individual employees whenever a pay change occurs;
- Pay advances are not authorized. All payments to employees are to be made only after wages are earned;
- Employee's time is properly approved when submitted by an employee to the Director of Finance/Operations authorized for payment, and reported to the business office for processing;
- All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly authorized in writing by appropriate individuals or the Board where applicable;
- The Director of Finance/Operations will accurately record and track all employees' accrued paid time off (PTO). PTO includes a variety of paid time off, including but not limited to Sick, Personal, Vacation time, etc.;
- The Executive Director shall consider available PTO balance(s) and the needs of NEAT prior to approving PTO;
- The business office will add or deduct PTO for all employees as authorized by policy or the Executive Director when processing each payroll and will provide balance information to the Executive Director periodically;
- Pay rates or employee benefit package changes may not be authorized exclusively by persons for whom the pay rate or benefits will affect;
- All payroll taxes and benefits are properly calculated and any deposits made in a timely manner. All payroll tax reports are prepared in a timely manner and reviewed for accuracy prior to filing;
- Employees paid with restricted program funds are required to complete required documentation, with a supervisor's certification according to the administrative rules of applicable programs.

# **Employee Retirement Program**

NEAT shall participate in the Kansas City Public Schools Retirement System (KSPSRS) retirement program as determined by charter school statutes and administered by the Director of Finance/ Operations.

#### **Employee Travel within the State**

Employees who travel within the state typically travel using their own personal motor vehicle or a school- rented vehicle. Employees may be reimbursed at the current (at time of travel) federal standard mileage rate (per mile), as authorized by the Board, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported. Employees who rent vehicles for school use (and reimbursement) must purchase adequate insurance to cover the vehicle in case of theft or damage. Employees must refill the rental vehicle with fuel prior to return. NEAT shall not reimburse for moving violations or parking tickets.

### **Employee Travel Out of State**

Employees who travel out of state travel with itineraries booked through school administration, except as otherwise approved. Under certain circumstances, employees may be required to use a personal credit card for hotel and/or vehicle rental. Employees may not use public funds to pay for (or submit for reimbursement) personal expenses while traveling for NEAT.

# **Contracted Services Policies Outside Service Providers**

The utilization of outside service providers (i.e. independent contractors) and contracted personnel are sufficiently evidenced by:

- Service Agreements outlining the terms of the agreement (e.g., responsibilities work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing services and details of actual services performed;
- Required IRS W-9 form, proof of authorization or licensure and liability insurance certification (among other things) are required before service is rendered or payment is made;
- Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed;

The use of independent contractors is closely monitored so as not to vary from the rules of the Fair Labor Standards Act.

#### The contractor will:

- Be free from NEAT's control and direction in scheduling and performing the service, both under a contract and in fact;
- Provide a service that is outside NEAT's usual course of business or provide a service on a temporary basis;
- Not receive any fringe benefits

• Use own letterhead, supplies and materials when billing for services.

The policies contained in this document are subject to change at any time. The Board reserves the right to amend or change them at their sole discretion.

# **Exhibit C.2 Evidence of Insurance Coverage Proposal**

Nicole King Northeast Academy of Arts and Technology

# RE: Insurance Coverage for Northeast Academy of Arts and Technology Broker of Record – Arthur J. Gallagher Risk Management Services

We are pleased to advise our intention to provide insurance services for Northeast Academy of Arts and Technology. Our division specializes in Public Entity and Scholastic risks, specifically charter schools throughout the country. We are licensed to work in Missouri as required by law. We typically obtain coverage from such major carriers as Philadelphia Insurance, The Hartford, Zurich, ACE, AIG, and Travelers.

Based on our experience with charter schools, we can secure insurance as required by Charter School law in the State of Missouri. On behalf of Northeast Academy of Arts and Technology, the following coverage will be secured to meet and exceed all requirements including your guidelines as outlined by the Authorizing Board.

Coverage	Limit
General Liability (corporal incl)	\$1,000,000 occurrence \$2,000,000 aggregate Statutory Limits pursuant to MO laws
Workers Compensation Employee Benefits Liability	\$1,000,000
Automobile Liability which includes non-owned and hired	\$1,000,000
Excess Umbrella Liability above primary program	\$10,000,000
<b>Employment Practices Liability</b>	\$1,000,000
<b>Educators Legal Liability</b>	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Abuse / Misconduct Liability	\$1,000,000
Employee Dishonesty (Crime, Theft)	\$500,000
Property Coverage	Blanket Limits as needed by School, on an all

As requested, all required additional insured and loss payees can be added upon review to these policies. We will only place this charter school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

#### **Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. Exact exposures used included 250 students, 20 employees, payroll, no owned vehicles, and contents only property insurance (assuming building insured by landlord).

Coverage	<b>Premium Estimate</b>
Property	\$3,000
General Liability	\$2,800
Auto Liability	\$200
Educators Legal Liability	\$1,100
Employee Benefits Liability	\$300
Crime, Including Employee Dishonesty/Theft	\$600
Excess Liability - \$10 million limit	\$4,500
School Board Directors & Officers, Employment	\$2,500
Practices Liability	
Workers Compensation	\$13,000
Total	\$28,000

# **Tentative Timeline for Insurance Coverage**

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
School Board Legal/Educators Legal	As soon as board is formed and making
Liability	school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is
	formed.
General Liability, Excess, Crime, Sexual	When lease agreement is signed or property
Abuse, Auto Liability, Student Accident	is purchased (landlord will require General
(please ask for this separately if you would	Liability coverage).
like the coverage).	
Property/Flood	As soon as you acquire contents/school
	equipment

\*\*All coverage above should be in place before the school year begins (July 1, 2017), sooner if parents/teachers will be on campus before school year. This is a speculative timeline. Please consult your legal counsel for a more definite timeline on when coverage should be placed.

# **Risk Management Services for the School:**

Gallagher views safety and risk control as an essential part of our service team. We employ experienced consultants at the local and national levels and within our Education Practice Group. Working closely with the Northeast Academy of Arts and Technology and your partner insurance carriers, we'll assess your exposures through specific services we will provide as part of the CharterSafe program:

- Environmental Health & Safety Services.
- Engineering Design Services.
- Training and Education Services.
- Property Protection.
- Training and Education Services such topics as Hazard Recognition and Self-Inspections, Violence Prevention and Loss Control, Ergonomics and Strain Injury Prevention, Security Assessment, Blood borne Pathogens.
- Program Analysis and Development.
- Loss Trending.
- Analysis, Inspection and Evaluation Services These services are designed to
  identify and evaluate the impact of loss exposures and risks of individual
  departments or collectively for the entire school. The analysis and evaluation
  process helps prioritize the areas that can most economically benefit from further
  loss control activities. Audits and surveys may also be used on an on-going basis
  to monitor the effectiveness of loss control or safety programs currently in place.

Please let me know if you have any questions, 314-968-0011.

Sincerely,
Phil Bushnell
Managing Director
Arthur J. Gallagher Risk Management Services, Inc.
12444 Powerscourt Drive, 5th Floor
St. Louis, MO 63131
Office: (314) 968-0011

# C.3 Facility

NEAT continues to explore all options to find suitable facility space for our students in the initial years of operation, while developing a realistic long-term facility plan. Our target is to be located as centrally as possible within the geographic preference boundary as described in *B.5 Student Recruitment and Enrollment*.

# **NEAT Facility Needs**

NEAT has determined the following basic needs for its initial facility based on: Recommended Square Footage per Child: 70-110 sq. ft. Estimates based on Average Square Footage per Child: 70 sq. ft.

NEAT	YR1-2017	YR2-2018	YR3-2019	YR4-2020	YR5-2021
Enrollment	180	240	300	360	420
Sq.Ft.	21,150	25,770	30,390	35,010	39,630
General classrooms	9	12	15	18	21
Fine Arts classrooms	3	4	5	5	5

Key considerations in first phase of facilities search include:

- Three Kindergarten Classrooms: 1540 sq. ft. each
- Three First Grade Classrooms: 1540 sq. ft. each
- Three Second Grade Classrooms: 1540 sq. ft. each
- Three Classrooms (shared space among enrichment courses): 1540 sq. ft. each
- Three Offices (Executive Director, Director of Finance and Operations, and SpED Teacher): 100-150 sq. ft. each
- Front Office: 300 sq. ft
- Full service kitchen
- Dual Purpose Room (lunch room, auditorium, gym): 2700 sq. ft.
- Teacher's Work Room/Lounge: 250 sq. ft.
- Hallways, bathrooms, mechanical, etc.: 2000 sq. ft.

Additional criteria for an acceptable location include:

- 20-30 on-site parking spaces (minimum)
- Adequate space and traffic flow for drop-off and pick-up
- Zoned as Permitted for Charter School
- Meets all applicable federal, state, and local building codes and be ADA compliant

The ideal facility will also have these extra amenities:

- Open space where students can play and participate in sports
- Established on/near city bus stop to help facilitate transportation of students

# **Facility Options Under Consideration**

With limited parcels of educational lease property available, NEAT has been actively reviewing possible locations within target zip codes noted in this application. NEAT has considered operating is the same building Elmwood Church has privately owned since 2005. Preliminary discussions with Elmwood Church would include a lease agreement executed by the NEAT Board, renovation, operating and maintenance costs for this building allocated to NEAT on a pro-rata basis. Elmwood Church, constructed in 1920, is located at 541 Elmwood Avenue, Kansas City, MO, 64124. The facility features twelve classrooms, multi-purpose space, cafeteria, 20 space parking lot, and undeveloped 2-acre green space across the street, owned by Elmwood Church. NEAT is currently creating a master plan to determine if the current property will support a build-out of the additional academic and administrative space needed to support the school's K-8 population over five years.

The facility's location, on the corner of Elmwood and Independence Avenue, is an essential component of the plan to implement NEAT's educational philosophy within our target zip codes. Elmwood Church, in its current configuration, will meet the needs of students and staff through the 2017 – 2018 school year (approximately 180 students). There is currently no debt or facility-related debts to be serviced by NEAT. The current facility represents a considerable benefit to NEAT and eliminates the additional burden of financing start-up facilities. Renovations will be needed during the start-up phase of the school to address ADA compliance, technology infrastructure updates and security updates to provide instructional and recreational green space for students.

The facility currently meets the Fire Code Compliance and Safety and Health requirements for the City of Kansas City. These requirements will be maintained through the opening of the school and in subsequent years. A door release system is in place and demonstrates a concerted effort to provide a safe learning environment for children.

# Facility Needs (Year 2-5)

To future facility needs, NEAT is conducting a feasibility study to consider reconfiguring the current floor plan and adding to the building's footprint. Elmwood Church owns 1.5 acres of green space directly west of the facility, (535 S. Elmwood) which may be used in this capacity. An additional twelve classrooms and administrative spaces will be required to meet the needs of the students and staff through the first five years of operation. The lease and renovation of the facility for budget purposes, is estimated at \$13 per square foot. NEAT will carefully consider zoning issues and conditional use permitting requirements.

#### Other Possible Locations

NEAT has identified Dan Kelly, Better Homes and Gardens Real Estate, as our primary facility representation in exploring non-Kansas City Public School (KCPS) facilities. Mr. Kelly has provided a quote of \$10-\$17 per square foot in leasing fees. NEAT's Executive Director and board will continue working with Mr. Kelly to identify KCPS and non-KCPS facility options. Upon approval of this application, Mr. Kelly suggested inquiring about use of KCPS vacant school building-Scarritt Elementary, located at 3509 Anderson Ave, Kansas City, MO 64123 for lease.

# **Facility Budget Assumptions**

NEAT has included the following facility expenses in the budget attached to this application. We will continue to work with IFF as we move towards final facility acquisition. The total amount of these site development cost range from approximately \$386,875 to \$794,242 in years 1 through 5 as described in NEAT's budget including:

- Pre-opening renovations: NEAT has allocated significant funds to support any preopening facility renovations. This funding will come primarily from a start-up loan.
- Lease/debt payments: Lease or debt payments equivalent to \$13 per square foot has been projected, however Elmwood Church is willing to provide in-kind lease agreement below market projections.
- Maintenance/upkeep: NEAT has allocated resources for the maintenance and upkeep of our school including expenses such as janitorial, security, repairs, gas and electric payments, water, trash and snow removal. We have budgeted these expenses to increase 3% each year (with larger increases for janitorial expenses in years 3 and 5).

NEAT"s Board will complete a loan application with IFF to cover renovation costs. IFF Loan Task Force will consider the loan application in December, 2016. Upon approval by the Loan Task Force, the anticipated closing date for the loan would be January, 2017. Construction would begin January 1, 2017 and would be completed by July 1, 2017.

**Site Development:** Regardless of whether the required improvements are performed by the landlord or by NEAT, it will be NEAT's responsibility to ensure that zoning approvals are secured, that the design satisfies NEAT's educational program needs and meets all code requirements, and that construction is performed according to all applicable public construction laws. Therefore, NEAT will engage its own architect, code consultant, legal counsel, community liaison, and project representative to oversee the process.

# **Facility Funding**

Long-term, the NEAT seeks to find a permanent home of approximately 54,000 to 59,000 sq. ft. at \$17/sq. ft. This would provide for larger classrooms, a dedicated library, several multi-purpose areas where small-group or one-on-one instruction could take place, a gymnasium/auditorium, ample administrative space, and a parent lounge where parents can socialize and share resources. This rate is assumed to be all inclusive of maintenance, utilities, and taxes. The facility located at 541 Elmwood, Kansas City, MO is currently zoned A, unrestricted. As such, it is permissible to use the facility as a public charter school within such zoning, KCMO codes (88-805-03-K).

Based on estimates beyond those provided by the property owner. It is our goal that all facilities expenses including rent, facilities related expenses, and loan repayment will make up less than 12-15% of our overall budget.

# **Facility Readiness**

At the present, facility options remain open to NEAT. The following timeline gives an overview of the steps we would take in securing a facility option prior to our projected August, 2017 opening date:

#### July-October, 2016

- Prepare business plan
- Define location and site parameters, space requirements, and projected facilities needs
- Tour possible sites

#### September-October, 2016

- Budget funds for facilities
- · Construct and issue RFPs (Request for Proposal) to potential options
- Continue searching market for potential options

#### November-December, 2016

- Review and compare responses to RFPs
- · Respond to proposals from landlords
- · Conduct initial space plan for short list of options (goal: 2 sites)
- Conduct expert review of site and costs
- Review code, fire, safety, and ADA issues

- Price space plan with potential contractors
- Conduct final proposal negotiations with landlord
- Sign letter of intent

# January, 2017

- Negotiate final terms
- Sign lease
- · Plan and design
- · Finalize construction documents
- · Submit construction documents for zoning and permits
- · Select general contractor

# February, 2017

- Begin construction/renovation

# March-May, 2017

Construction/Renovation

# June, 2017

- · Final construction items
- Security system/custodial orientation
- Cosmetic preparation
- Begin move-in
- Install technology
- · Install furniture

# July, 2017

- · Final classroom preparation
- · Finalize move-in

# C.4 Contracted Services (non CMO) including but not limited to Insurance, Transportation, Food Service

# **Transportation**

Pursuant to R.S.Mo 167.231, NEAT elects not to provide transportation services to students unless designated by the student's Individual Educational Plan (IEP) or, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless.

Based on the proposed neighborhood location, at 541 Elmwood, Kansas City, Missouri, viable transportation options include scheduled daily stop in front of the school accessible via public transportation (Metro). Other options include parent transportation, carpool and walking to school with parents. Older students may ride their bikes to school.

#### **Insurance/Contracted Services**

The NEAT Board will engage in an open-bidding process to secure contracted services such as insurance, special education services and transportation, technology and accounting support services.

Polices and procedures are noted in *Exhibit C.1-DRAFT NEAT Finance Policies Template*.

#### **NEAT Nutritional Service Plan**

NEAT will provide a wellness program that utilizes national nutrition and physical fitness standards to promote healthy eating habits and increased physical activity as well as encourages the development of lifelong habits in order to lead more productive lives.

#### Goals to Promote Student Wellness

NEAT is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of NEAT that:

- 1. NEAT will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies. All students in grades K-8 will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- 2. Qualified NEAT child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and

nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

3. Given NEAT's target population, we will participate in the community eligibility provision for all students to participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program.

#### **School Meals**

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally-equivalent nondairy alternatives (to be defined by USDA); and ensure that we serve whole grains.

NEAT will engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, NEAT will share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

#### Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- NEAT will, to the extent possible, operate the School Breakfast Program.
- NEAT will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- NEAT will notify parents and students of the availability of the School Breakfast Program.
- NEAT will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

# Free and Reduced-priced Meals

NEAT will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, NEAT may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" or classroom breakfast.

# **Meal Times and Scheduling**

#### NEAT:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

#### Qualifications of School Food Service Staff

NEAT will employ 2 qualified nutrition staff members in Year 1 and add additional staff as student enrollment increases. As part of the school's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in NEAT. Staff development programs will include appropriate certification, licensing and/or training programs for food service manager and food service workers, according to their levels of responsibility.

# **NEAT Finance Policies Template**

# General Asset Protection Banking & Financial Management Procurement (Purchasing) Payroll Contracted Services

#### Introduction

Operating a charter school is engaging for administrators and is fulfilling the dreams of its Founders. It is also very rewarding on many levels, particularly as the successes of students are observed. It is also serious business. As a part of planning, financial policies, procedures, forms, documents, etc. (internal controls) need to be considered. This "draft finance policies" document, coupled with procedures and good practices are the foundation of effective internal controls.

NEAT shall make these policies available in the office (main business office) and on NEAT's website. This delegated authority requires checks and balances (internal controls) to ensure that the Board properly accounts for and spends public funds for which it is entrusted within the law, and without malfeasance.

#### **Internal Controls**

Internal Controls are an integral part of a charter school (school) "control environment" to ensure NEAT's assets are safeguarded and to minimize risk. Internal controls consist of well-crafted policies, procedures, guides (guidelines) and forms indicating how we're supposed to do it. They also include implementation and practices (modeling) by leadership and school staff how we actually do it. How we're supposed to do it and how we actually do it should be the same in almost all circumstances. Internal controls are developed for the purpose of:

- Protecting against waste of resources through inefficiencies;
- Protecting resources against embezzlement, bribes, theft or other types of fraud:
- Protecting against poor management, carelessness and unintentional errors;
- Securing compliance with both law and rules of the state, policies of the school and the audit requirements of the State of Missouri pertaining to "public funds";
- Protecting against loss or destruction of records;
- Ensuring data reliability and accuracy;
- Evaluating the level of performance of NEAT's operations.

Under the direction of the Board of Directors, NEAT is required to establish and maintain adequate accounting records and implement internal control policies & procedures. Internal control consists of six components: control environment, risk

assessment, control activities, information and communication, segregation of duties and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

The Board and all levels of administration and instructional staff are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability. The Board and administration are also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct. Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within NEAT or Charter School sponsor. Internal controls provide NEAT with the foundation to properly safeguard assets, implement policies.

NEAT will provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Board members and the Executive Director should review NEATs' Internal Controls Guide to further understand the need for internal controls and their role in their implementation and oversight.

The policies outlined herein will be reviewed at least annually. Employees involved in the processes and procedures associated with these policies will be trained at least annually in their duties.

#### **Governing Board Authority**

The Board of Directors, Governing Board, etc. (Board) is responsible for the operation of school in accordance with state and federal laws. The Board is also responsible for operating NEAT in accordance with the representations made in its charter. Specifically, the Board shall have the sole authority to approve and will incorporate into its own minutes such matters as:

- Adoption and amendment of the annual budget;
- · Selection or termination of key employees;
- Key employees' salary and benefits changes;
- Incur debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter;
- Investment policies, depository and investment banks;
- Purchase or sale of real property:
- Review and acceptance of interim monthly financial statements;
- Selection of NEAT's auditor (CPA firm);
- Service on NEAT's audit committee:
- Review of any transaction or account of NEAT at its discretion.

# **Administrative Authority**

The Executive Director, and under their direction, the Director of Finance/Operations are authorized by the Board to execute transactions for NEAT (with exceptions for certain legal, capital purchases and indebtedness, etc. noted herein) and to make all purchases and disbursements necessary according to policy for the operation of NEAT. The Executive Director and the Director of Finance/Operations will report all financial transactions directly to the Board monthly in a public board meeting. Both the Executive Director and the employee(s) within the business office may report to the Board independently if requested, or if they deem appropriate on certain matters, or in any case where mismanagement or fraud is suspected.

# **Compliance with Laws**

NEAT will follow all applicable laws and regulations that govern charter schools within the State of Missouri, including statues 160.405.11; 166.405.13; 160.415.8. NEAT shall comply with Title IX and shall not discriminate on the basis of sex in education programs. Applicable federal laws and regulations will be adopted as federal program funds and grant funding is received. NEAT will provide access to school records if requested by a person or entity under the Government Records Access Management Act (GRAMA). Additionally, records will be available to the Missouri Department of Elementary and Secondary Education (DESE), Charter Sponsor or other governmental entity as needed.

#### **Political Contributions**

No funds or assets of NEAT may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. Following are examples of prohibited activities:

- Contributions by an employee that are reimbursed through expense accounts or in other ways;
- Purchase of tickets for political fundraising events;
- Contributions in-kind, such as lending employees to political parties or using NEAT's assets in political campaigns.

#### Record Keeping

To provide an accurate record of all financial transactions (a good audit trail), NEAT's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to charter schools. This includes recordkeeping in both the modified and full-accrual bases of accounting. Audited financial statements certified by an independent auditor will be prepared annually using the accrual basis of accounting. Further, NEAT specifically requires that:

- No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of NEAT;
- Receipts and disbursements must be fully and accurately described in the books and records;

• No false or fictitious vendors, invoices or entries may be made on the books or records nor any false or misleading reports issued.

# **Record Retention and Disposal**

Records are maintained for the minimum period according to state law and the guidelines. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:

- For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
  - 1. a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
  - 2. b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
- 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained according to state law.

# Asset Protection Policies Signature Authority

To properly segregate duties, the Board Chair (President), the Treasurer, the Executive Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

# **Security of Financial Data**

NEAT's accounting software will be maintained to ensure that adequate internal controls and security measures are established to minimize unauthorized access to school data (i.e., proper password protection). The system's accounting data shall be backed up periodically to ensure the recoverability of financial information in case of failure. The backup file(s)must be stored separately in a fire safe area and properly secured. All other financial data, petty cash box(es), check stock, etc. will be secured from unauthorized access.

# **Security of School Documents**

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- · Charter and all related amendments;
- Articles of Incorporation and By-laws;
- Minutes of the Board of Trustees and subcommittees:
- Corporate and payroll tax registrations;
- · Banking & financial agreements;
- Leases:
- Insurance policies;
- Grant and contract agreements;
- · Fixed asset inventory list.

#### **Use of School Assets**

School employees should not use any of NEAT's assets for personal use without prior approval of NEAT administration and with proper justification.

# **Facilities Use by Outside Persons or Entities**

In accordance with state law, the Board authorizes, on condition, the use of school facilities for other than school purposes. It is understood that NEAT shall by law assume no expense as a result of the leasing of school properties, facilities, including grounds, furnishings and equipment. It is further understood that restraint must be exercised in leasing facilities for purposes other than school functions, to the extent that such leasing shall not interfere with NEAT curriculum, program and standards. The Board may refuse the use of school facilities by outside entities if it determines the use in inadvisable. The Board authorizes the Administration to establish rules, guidelines, procedures and fees for the rental and use of school facilities for other than school purposes. The Board will review and approve the procedures as needed. The Executive Director and Director of Finance/Operations shall administer the rules and guidelines and see that all entities follow established procedures.

#### Audit

The Board contracts annually with a qualified independent certified public accounting firm to conduct a fiscal audit of NEAT's financial records and statements. The audit is performed in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS). The selected firm must be familiar with these standards and related state regulations in order to properly conduct the fiscal audit.

#### **Audit Committee**

The Board shall establish an audit committee comprised exclusively of Board members, which shall:

 Seek to understand its role and duties as outlined in the GFOA Audit Committees guide;

- Review, audit and initial original bank statements and account reconciliations from the accounting system for each period reconciled;
- Review, in a public meeting, audit reports provided to the Committee directly by outside firm;
- Review NEAT's risk assessment processes and procedures to ensure adequate internal controls are maintained;
- Ensure timely resolution of matters reported by internal audits or by outside firm:
- Ensure that outside firm is selected through a competitive-bid process;
- Be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- Periodically review this policy, no less than once every five years, to assess its continued adequacy;
- Possess knowledge of and experience in finance, auditing, or accounting if possible;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

#### **Insurance and Bonding**

NEAT maintains minimum levels of coverage, as deemed appropriate by the Board, for the following policies:

- General liability (earthquake coverage not included without express inclusion)
- Business & personal property
- Automobile insurance (as necessary)
- Workers' compensation
- Unemployment (tax)
- · Directors and Officers
- Errors & Omissions/Professional Liability
- Employment Practices Liability Insurance
- Treasurers' (fidelity) Bond
- Employee Retirement Income Security Act (ERISA) bond (as applicable for retirement plan)
- Surety bond for Director of Finance/Operations\*

A surety bond is required on the person who has investment control over NEAT's public funds, typically NEAT's Director of Finance. NEAT will require proof of adequate insurance coverage from all prospective sub-contractors, as deemed applicable by the Board.

# Banking & Financial Management Policies General

Accounting policies and financial reporting adopted by NEAT will be consistent with a special purpose governmental entity that engages in educational-type activities. The Board has oversight of the management of NEAT inclusive of establishing the governance structure and the financial management policies as set forth in NEAT's charter.

# Budgeting

School administration prepares an annual operating budget of revenues and expenses (forecast or budget) for approval. The Board approves a final budget for the operation of NEAT for the prior twelve months. Both of these budgets are approved no later than June 30th of each school year. Budgets are reviewed and modified as necessary. These forward-looking budgets and projections are reviewed and approved by the Board at an open and public meeting.

- The fiscal year (budget year) of NEAT is July 1st through June 30th.
   The appropriate accounting period is used for all adjusting entries and accruals:
- Financial statements displaying budget vs. actual results are prepared by the business office and reviewed by the director and Treasurer and are presented to the Board at each board meeting (with limited exceptions);
- Administration shall follow the Board approved budget with exceptions approved by the Board.

#### **Bank Accounts**

The Board may authorize bank accounts for general or specific purposes. School assets shall be kept at any bank or financial institution that is approved by the sponsor. All bank accounts shall be reconciled as often as statements are available, typically monthly.

#### Investments

NEAT shall follow state law and rule as outlined by statute, Administrative Rule and the rules of the Department of Elementary and Secondary Education in investing school cash assets.

# **Cash Disbursements Policy**

- 1. All cash disbursements shall be made in accordance with the Procurement Policy.
- 2. Checks shall be prepared by the business office on a weekly basis, if needed.
- 3. Checks shall be prepared for all obligations for which there is proper documentation of approval as evidenced by a properly approved invoice, and/or purchase order form.
- 4. Bank account signers shall be the Executive Director, Board President and Board Treasurer. With a majority vote of the Board, one additional board member may be added as a bank signer, if it is determined that the

- Board Treasurer and/or may have difficulty coordinating with the Director of Finance to sign checks.
- 5. Checks less than \$1000 shall require only one (1) signature on any check.
- 6. Checks greater than \$1000 and up to \$5000 require any two (2) signatures.
- 7. Checks greater than \$5000 require two (2) signatures, one of which must be the Board President.
- 8. Check detail reports shall be submitted to the Board Treasurer.

# **Cash Handling and Cash Receipts**

Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of NEAT, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented. NEAT staff shall follow established procedures (internal controls) for the handling of cash receipts as outlined in the Cash Handling & Receipts Procedures. NEAT will comply with all applicable state and federal laws.

All funds shall be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt. Unauthorized school employees should never hold funds in any unapproved location for any reason. Periodic and unscheduled audits or reviews should be performed for all cash activity.

#### **Fundraising**

Fundraising is generally permitted within NEAT to allow NEAT to raise additional funds to supplement school-sponsored academic and co-curricular programs. Fundraising at NEAT level is only authorized and administered by the Executive Director. The Board shall annually review the fundraising activities of NEAT and of all activities that support or subsidize NEAT. The Board shall ensure that revenues raised during fundraising activities or through activities that support NEAT (local funds) are raised within established cash handling policies. All expenditures shall be made in accordance with established school policies and procedures. The Board shall ensure that all activities of fundraising and parent organizations are adequately reviewed and considered with NEAT's insurer to evaluate and manage risks associated with such activities. Fundraising quidelines are:

- All monies raised through fundraisers for school-sponsored activities are considered public funds. This includes all donations to NEAT, regardless of whether or not such donations are part of any fundraising activity or event;
- Cash Handling and Cash Receipt procedures of NEAT apply to all school- sponsored fundraising activities;

- Relationships with non-school employees in relation to fundraising activities are managed by the Executive Director;
- Conflict of Interest forms must be completed when persons employed by or affiliated with NEAT are also involved in fundraising organizations or hold funds that that will benefit NEAT;
- "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by NEAT, school board, administration, or board committees, including the authorized parent organization or authorized curricular school clubs, activities, sports, classes or programs.

#### **Donation & Gifts**

Donations may be accepted, providing the item(s) to be donated (cash, goods, services) are legal to possess by a public school, safe, unencumbered, usable by NEAT and are generally not restricted in their use, or are not restricted for use by an individual employee. Donations for the purpose of compensating specific employees or positions may not be accepted (donors can donate for other purposes instead). Donations received by NEAT become public funds and may not be returned or expended except within the law as applicable to the appropriate use of public funds. All policies and procedures of NEAT are applicable to donations, including Cash Receipt and Disbursement policies and procedures, and all other internal controls. Gifts to NEAT must be general in nature and may not be restricted such that they cannot be used for various purposes, except when those purposes are to a specific program, such as the PE program, science department or art program. Donations or gifts intended to benefit a specific student, teacher or classroom may not be accepted and could be considered a bribe. The value of a gift or donation to NEAT may not be assessed or assigned by NEAT. The value and tax deductibility of a donation or gift made by an individual or company is to be determined by the donor and their accountant, not NEAT. No dollar value may be assigned to a donation verbally or in writing. If a product or service is given in return for a donation or gift that is clearly defined, such as a \$250 advertising slot in the yearbook, that value can be disclosed by providing NEAT's advertising rates to the donor for them to assign a value.

# **Capitalization of Property**

All tangible personal property, land, capital improvements or buildings with a useful life of more than one year and a unit acquisition cost that exceeds the board-authorized capitalization threshold are recorded and capitalized on the property schedule. The Board shall establish the capitalization threshold. The asset capitalized cost includes actual tax, shipping/handling, and other expenses incurred to bring the asset ready for its intended use. Additionally, these policies apply to capital assets:

 All capitalized assets will be depreciated using the straight-line method of depreciation in accordance with such asset's useful life and governmental & financial accounting standards;

- The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets;
- NEAT maintains records of all government-furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts;
- Upon receipt, all property that qualifies as necessary to include on the property schedule, or has reasonable possibility of theft, or is required by law, must be properly labeled with asset ID tags;
- Assets purchased or received that cost less than the depreciation threshold will be expensed in the period purchased;
- No item on the property schedule shall be removed from the premises without prior approval from the Board. Procedures for asset disposal must comply with state or federal law or regulation where appropriate. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to state or US Dept. of Education General Administrative Regulations and Missouri statues 160.405.11; 166.405.13; 160.415.8.
- Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements;
- A physical inventory of property included on NEAT's property schedule is performed on an annual or every two-year basis and is reconciled to the property schedule and general ledger of NEAT.

#### Liabilities

Encumbrances, debt or other obligations are recognized and measured in conformity with generally accepted accounting principles in both the modified and full accrual bases of accounting. Liabilities also include certain other deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The Board and administration, in consultation with accounting firms, will determine liabilities as needed for financial statements.

#### **Accounts Payable**

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis, considering critical disbursements, including payroll and tax obligations, etc.

#### Use Of School Credit & Debit Cards

Debit cards are only authorized with Board approval. NEAT credit cards and purchase cards shall only be issued with the formal approval of the Board and with proper justification. The cost/benefit to NEAT should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should

be assigned to specific school employees and should be used only for school-related expenditures.

All charges must be supported by transaction-level invoices (point-of-sale receipts) or travel reports to be eligible for payment by NEAT. Monthly credit card statements are reconciled by business manager to point-of-sale receipts and travel reports. They are reviewed and approved monthly by the Board.

#### **Accrued Liabilities**

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

#### **Debt**

Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year. All short-term and long-term debt must be approved by the Board. Loan agreements approved by the Board shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule. School administration may not enter into loan agreements without Board approval.

#### **Net Assets**

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

#### **Consistency in Cost Accounting**

Practices used by NEAT in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by NEAT in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

# Procurement (Purchasing) Policies Procurement of Goods and Services

NEAT shall follow outlined procurement (purchasing) procedures of NEAT and provisions of the state procurement code and procure only those items and services that are required to perform the mission and/or fill a bona fide need.

Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price.

# Additionally:

- Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law;
- Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the state procurement code (160.405.11; 166.405.13; 160.415.8.)
- Multi-year contracts shall comply with Missouri statutes 160.405.11;
   166.405.13;
   160.415.8;
- Construction and improvements shall comply with the law and administrative rules of the State of Missouri and its departments or agencies and differing rules, forms or reports, not in accordance with state law and administrative rules, may not be produced by school staff or outside service providers without Board authorization;
- Written records will be kept for all purchases, including completive bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file:
- All lease agreements will be evidenced by a lease or sublease agreement approved by the Board and signed by the Board President. The agreement will identify all the terms and conditions of the lease;
- Administration or any agent of NEAT may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under Missouri statutes 160.405.11; 166.405.13; 160.415.8.
- Satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor.

To establish policy for procurement of goods and services. All school purchasing should be decided so as to promote overall economy and best use of public funds.

#### Policy:

- 1. Procurement shall be made in accordance with Missouri statutes 160.405.11; 166.405.13; 160.415.8.
- 2. Purchases for consumable supplies (i.e. paper) require an annual bid process to ensure that the best price is being obtained. This bid process shall consist of two (2) bids being obtained. If a better price is found during the year, the purchase may be made at the better price without repeating the bid process. When state contracts are used, the annual bid process is not required.
- 3. Purchases under \$1,000 require approval of the Executive Director prior to purchase being made.
  - 1. Orders may not be placed without prior approval

- 2. Purchase Order form must include all required signatures, along with quotes or estimates. For these small purchases, a printout from the internet, or copy of a catalogue page is acceptable.
- 4. Purchases of multiple items, individually less than \$1,000 and collectively less than \$5,000 have the same requirements as #3 above.
- 5. Purchases greater than \$1,000 (or \$5,000 for multiple items) and less than \$50,000 require two (2) written quotes or bids. For purchases in this category, a quote or bid on the vendor's letterhead or documentation must be included. A printout from the internet, or copy of a catalogue page is NOT acceptable.
  - 1. Orders may not be placed without prior approval
  - 2. All purchases less than \$5,000 require approval of NEAT Director
  - 3. Purchases greater than \$5,000 and less than \$25,000 require the approval of the Board Finance Committee, which shall be deemed approved by a simple majority vote of all committee members, in addition to the Executive Director's approval.
  - 4. Purchases greater than \$25,000 require approval of the Board of Directors.
- 6. Purchases greater than \$50,000 require a formal bid process as required by law, including appropriate publishing of RFP (Request For Proposal).
  - 1. Orders may not be placed without prior approval.
  - 2. Purchases greater than \$25,000 require approval of the Governing Board.
- 7. Purchases from a single vendor may not exceed \$50,000 per year.
  - 1. If purchases from a single vendor are expected to exceed \$50,000 per year, a bid and contract process must be followed, unless written exemption from the board is granted.
  - 2. Purchases of professional services have a threshold of \$100,000 rather than \$50,000.

#### **Emergency Purchases**

An "emergency purchase" is the purchase of goods or services that are so badly needed that NEAT will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at NEAT's discretion and "best value" procurement guidelines must be followed. In addition, the purchase must be authorized by the Board President. Sound business practices shall be used and documented in all cases.

#### Sales Tax

NEAT is exempt from sales tax as both as governmental entity and as a charitable organization.

- The NEAT Board and administration shall maintain NEAT's IRS (501c3) and public school tax-exempt status by complying with government regulations at all times:
- NEAT administration shall follow vendor policies regarding sales tax exemption;

- As authorized, school employees or volunteers may use NEAT's non- profit tax exemption registration number (and Tax Commission form) only for legitimate school purchases. Authorization may be revoked when necessary;
- Employees or volunteers may not be reimbursed for sales tax. If sales tax is paid by school employees or volunteers at the point of sale, NEAT may seek reimbursement of sales tax consistent with applicable rules at its discretion.

# Payroll Policies Payroll Related Expenditures

The Board, with authority delegated to the Executive Director, shall ensure that payroll-related expenditures are earned, accurate and approved (authorized) before payment is made. Additionally, the following applies to payroll-related expenditures:

- Employees are paid on a 12-month schedule, as wages are earned, and in accordance with pay periods and pay dates as authorized by the Board;
- NEAT shall communicate pay rate information clearly and effectively to individual employees whenever a pay change occurs;
- Pay advances are not authorized. All payments to employees are to be made only after wages are earned;
- Employee's time is properly approved when submitted by an employee to the Director of Finance/Operations authorized for payment, and reported to the business office for processing;
- All employee payroll amounts are calculated based upon approved rates included in the individual's personnel file. Any changes to pay rates or benefits must be properly authorized in writing by appropriate individuals or the Board where applicable;
- The Director of Finance/Operations will accurately record and track all employees' accrued paid time off (PTO). PTO includes a variety of paid time off, including but not limited to Sick, Personal, Vacation time, etc.;
- The Executive Director shall consider available PTO balance(s) and the needs of NEAT prior to approving PTO;
- The business office will add or deduct PTO for all employees as authorized by policy or the Executive Director when processing each payroll and will provide balance information to the Executive Director periodically;
- Pay rates or employee benefit package changes may not be authorized exclusively by persons for whom the pay rate or benefits will affect;
- All payroll taxes and benefits are properly calculated and any deposits made in a timely manner. All payroll tax reports are prepared in a timely manner and reviewed for accuracy prior to filing;
- Employees paid with restricted program funds are required to complete required documentation, with a supervisor's certification according to the administrative rules of applicable programs.

# **Employee Retirement Program**

NEAT shall participate in the Kansas City Public Schools Retirement System (KSPSRS) retirement program as determined by charter school statutes and administered by the Director of Finance/ Operations.

### **Employee Travel within the State**

Employees who travel within the state typically travel using their own personal motor vehicle or a school- rented vehicle. Employees may be reimbursed at the current (at time of travel) federal standard mileage rate (per mile), as authorized by the Board, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported. Employees who rent vehicles for school use (and reimbursement) must purchase adequate insurance to cover the vehicle in case of theft or damage. Employees must refill the rental vehicle with fuel prior to return. NEAT shall not reimburse for moving violations or parking tickets.

# **Employee Travel Out of State**

Employees who travel out of state travel with itineraries booked through school administration, except as otherwise approved. Under certain circumstances, employees may be required to use a personal credit card for hotel and/or vehicle rental. Employees may not use public funds to pay for (or submit for reimbursement) personal expenses while traveling for NEAT.

# Contracted Services Policies Outside Service Providers

The utilization of outside service providers (i.e. independent contractors) and contracted personnel are sufficiently evidenced by:

- Service Agreements outlining the terms of the agreement (e.g., responsibilities work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing services and details of actual services performed;
- Required IRS W-9 form, proof of authorization or licensure and liability insurance certification (among other things) are required before service is rendered or payment is made;
- Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed;

The use of independent contractors is closely monitored so as not to vary from the rules of the Fair Labor Standards Act.

### The contractor will:

- Be free from NEAT's control and direction in scheduling and performing the service, both under a contract and in fact;
- Provide a service that is outside NEAT's usual course of business or provide a service on a temporary basis;
- Not receive any fringe benefits

• Use own letterhead, supplies and materials when billing for services.

The policies contained in this document are subject to change at any time. The Board reserves the right to amend or change them at their sole discretion.

# D.1 NEAT Pre-Opening Plan

Task Area	August 2016	Primary Responsibility
Organizational	Charter application approved by Sponsor	Board/ED
Governance/ Administration	All board meetings are now public under provisions of Sunshine Law (pending approval of charter application by DESE	Board/ED
Governance/ Administration	Establish ongoing meeting schedule for coming calendar year (Sept. 16- June 17)	Board/ED
Task Area	September 2016	Primary Responsibility
Finance/Operations	Federal CSP grant application submitted	ED
Communications/Outreach	NEAT website developed	ED
Academic Program	Alignment of curriculum to Missouri Learning Standards	ED
Task Area	October 2016	Primary Responsibility
Organizational	Charter Application submitted to DESE by Sponsor	Sponsor/ED
Communications/ Outreach	NEAT website established with key information (board member bios, upcoming events)	ED
Organizational	Revise job descriptions	ED

	October 2016	
Task Area	Task Description	Primary Responsibility
Organizational	Personnel and school policies completed	ED/BOD
Finance and Operations	Refine monthly cash flow projections through FY19	ED
Academic Program	Review/Select Comm. Arts and Math Curriculum	ED
Governance/Administration	Position descriptions defined for all board members/roles Draft board policy handbook reviewed	BOD
Academic Program	Refine, align curriculum with state standards-Communication Arts and Math	ED
Organizational	Develop job descriptions for instructional staff	ED
Facilities	Continue location search	BOD/ED
Other	Review current charter statutes regarding legislative session for 2017 session	ED
	November 2016	
Task Area	Task Description	Primary Responsibility
Finance and Operations	Form 990 for non-profit organizations completed and ready to submit to IRS-Feb	ED
Organizational	Review Charter Application	ED/BOD
Academic Program	Review/Select math and science curriculum resources	ED

Organizational	Gather insurance	ED
	estimates	
Facilities	Facility-Lease Finalized	BOD/ED
	December 2016	
Task Area	Task Description	Primary Responsibility
Organizational	Develop job descriptions	ED
	for instructional staff	
Finance and Operations	Establish staff salary	ED/BOD
	ranges and benefits	
	overview	
Sponsorship	Meet with sponsor to	ED
	review application	
Governance and	Review and Update	ED/BOD
Administration	Charter Application	
Facilities	Facilities Search	BOD/ED
	Continues	
Governance	Meet with I.F.F discuss	ED/BOD
	financing options	

	January 2017	
Task Area	Task Description	Primary Responsibility
Enrollment	Finalize lottery and	ED
	waitlist protocols for	
	families already	
	interested in school	
Organizational	Strategic Plan to address	ED
	school goals	
Organizational	School teaming	ED
	structures/schedules	
	planned and completed	
Organizational	Staff recruiting begins-IT,	ED
	Finance/HR, VP	
Academic	Research teacher	ED/BOD
	evaluation system from	
	best practice models	
Organizational/Governance	First public board	/
	meeting held pending	BOD/ED
	approval	
Academic Program	Meet with primary	ED
	assessment provider	
	(NWEA) to plan for	

	April 2017	
Task Area	Task Description	Primary Responsibility
Organizational	Final Revisions-School Policy/ Handbooks- complete	ED
Finance and Operations	Report to BOD on finances- update cash flow, Year One Budget	ED
Governance	Board Meeting	BOD/ED
Governance	Final Contract-Lease Approved	BOD/ED
Governance and Administration	Use strategic plan to develop a school improvement component for first 3 years (based on sponsor accountability and DESE	ED/BOD
Governance and Administration	Identify areas where contracted services will be needed and arrange for services-speech, OT, PT etc.	ED
Academic Program	Purchase curriculum/supplemental and support items	ED
Communications and Outreach	Stay in contact with enrolled students and waiting list families via newsletter, email and school gatherings	ED
Accountability	Oversight plan reviewed and finalized with sponsor/DESE	ED/BOD
Accountability	Develop curriculum based measures to track progress towards academic goals (school improvement plan)	ED/BOD
Accountability	Meet with sponsor to review materials and update information	ED/BOD
	May 2017	
Task Area	Task Description	Primary Responsibility

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Organizational	Staff hiring continues.	ED
	Hire facility manager	
	Personnel files complete	
Organizational	Finalize food and	ED
	technology vendors/pricing	
Finance and Operations	Arrange for audit of start-up	ED
	year and plan for audit of	
	first operational fiscal year	
Governance and	Review division of roles and	BOD/ED
Administration	responsibilities between	
	board and	
	administration/staff	
Governance and	HR process, payroll,	ED
Administration	benefits, school insurance	
	ready to be accessed	
Academic Program	Assessment materials	ED
	purchased-(NWEA, etc/	
Governance	Board Meeting	BOD/ED
Facilities	Repairs, installations,	
	technology infrastructure	ED
Facilities	Hire custodial staff	ED
Other	Check with DESE charter	ED
	contact to finalize data,	
	contacts etc	
	June 2017	
Task Area		Primary
	June 2017	Primary Responsibility
Task Area Organizational	June 2017 Task Description  Meet with new staff/discuss	_
	June 2017 Task Description	Responsibility
Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year	<b>Responsibility</b> ED
	June 2017 Task Description  Meet with new staff/discuss professional development	Responsibility
Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background	<b>Responsibility</b> ED
Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks	<b>Responsibility</b> ED
Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background	<b>Responsibility</b> ED
Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks	<b>Responsibility</b> ED
Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed	<b>Responsibility</b> ED
Organizational Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies	Responsibility ED  ED/BOD
Organizational Organizational Governance and	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting	Responsibility ED  ED/BOD
Organizational Organizational Governance and	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget	Responsibility ED  ED/BOD
Organizational Organizational Governance and Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget variances approved	Responsibility ED  ED/BOD  ED
Organizational Organizational Governance and Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget variances approved All budget projections and	Responsibility ED  ED/BOD  ED
Organizational Organizational Governance and Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget variances approved All budget projections and line of credit finalized Vendor accounts established	Responsibility ED  ED/BOD  ED
Organizational Organizational Governance and Organizational	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget variances approved All budget projections and line of credit finalized Vendor accounts established Academic Guides	Responsibility ED  ED/BOD  ED
Organizational Organizational Governance and Organizational Finance and Operations	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget variances approved All budget projections and line of credit finalized Vendor accounts established Academic Guides completed and ready for	Responsibility ED  ED/BOD  ED/BOD
Organizational Organizational Governance and Organizational Finance and Operations	June 2017 Task Description  Meet with new staff/discuss professional development needs for year Conduct criminal background checks/reference checks completed Finalize HR policies Board Meeting Certification check/Budget variances approved All budget projections and line of credit finalized Vendor accounts established Academic Guides	Responsibility ED  ED/BOD  ED/BOD

Communication and	Communication to families,	ED
Outreach	and all stakeholders	
	updated on website and	
	letter bi-monthly	
	July 2017	
Task Area	Task Description	Primary Responsibility
Organizational	Conduct staff orientation/handbook/review personnel files Hire After School Staff	ED
Finance and Operations	Implement FY16 Budget	ED
Finance and Operations	Schedule/Conduct audit of FY15 fiscal year	ED
Finance and Operations	MOSIS Reporting system in place/DESE data ready for input	ED/IT
Academic Program August 1-12	School leadership and staff create detailed year curriculum calendar and first 8 week units of study.	ED/STAFF
Communications and Outreach	Press release showcasing charter school	ED
Communications and Outreach	Website version updated	ED/IT
Facilities	Staff and volunteers coordinated to work in building as needed to prepare for opening of school	ED
Accountability	Assessment training (NWEA) provided to staff to administer in Sept.	ED
Facilities	Make necessary repairs/installations including additional technology	ED/IT
Governance	Board Meeting	BOD/ED
Community and Outreach	Before/After School Sign up Open House	ED/Staff

Academic Program	Meet with primary	ED
	assessment provider	
	(NWEA) to plan for	
	school year annual	
	growth testing and	
	software implementation	
	and teacher training bid	
Organizational	Apply for start-up grants	ED/BOD
Facilities	Facility plan continues	ED
Other	Register for DESE	ED
	training for schools slated	
	for 2017-2018	
	February 2017	
Task Area	Task Description	Primary Responsibility
Organizational	Post for staff positions	ED
_	Start dates July 2017	
	Interviewing staff	
Organizational	Enrollment window opens	ED
Communications and	Informational Fair	ED
Outreach	scheduled, Press release	
Facilities	Lease negotiations	BOD/ED
Organizational	Establish financial	BOD
-	accounts	
Organizational	Hire Dir of Finance/Op	ED/BOD
	position	
	Obtain Liability/Directors	
Organizational	Insurance etc	BOD
Governance	Board Meeting	BOD
	Establish Meeting Dates	
	March 2017	
Task Area	Task Description	Primary Responsibility
Organizational	Interviewing staff	ED
Academic Program	Review/Update	ED
	Charter/curriculum	
	materials	
Communications and	Host Parent Informational	ED
Outreach	Fair	
Facilities	Lease negotiations	BOD/ED
Governance	Board Meeting	BOD/ED
	•	

Communication and	Communication to families,	ED
Outreach	and all stakeholders	
	updated on website and	
	letter bi-monthly	
	July 2017	
Task Area	Task Description	Primary Responsibility
Organizational	Conduct staff	ED
	orientation/handbook/review	
	personnel files Hire After School Staff	
Finance and Operations	Implement FY17 Budget	ED
Finance and Operations	Schedule/Conduct audit of	ED
·	FY16 fiscal year	
Finance and Operations	MOSIS Reporting system in	ED/IT
	place/DESE data ready for	
A a a da maia Dua anno ma	input	ED/OTAEE
Academic Program	School leadership and staff	ED/STAFF
August 1-12	create detailed year curriculum calendar and	
	first 8 week units of study.	
Communications and	Press release showcasing	ED
Outreach	charter school	
Communications and	Website version updated	ED/IT
Outreach		
Facilities	Staff and volunteers	ED
	coordinated to work in	
	building as needed to	
	prepare for opening of school	
	SCHOOL	
Accountability	Assessment training	ED
Accountability	(NWEA) provided to staff to	EB
	administer in Sept.	
Facilities	Make necessary	ED/IT
	repairs/installations	
	including additional	
	technology	
Governance	Board Meeting	BOD/ED
Community and Outreach	Before/After School Sign up	ED/Staff
	Open House	

# D. 2 Closure Plan

As described in 5 CSR 20-100.265, Charter School Closure, Neat will meet the following closure planning guidelines.

# **Exhibit D.2 NEAT School Closure Procedures Checklist**

Item	Action	Responsibility	Due Date	Status
1	Establish NEAT Transition Team	NEAT Board	Within one	
	The team will be focused on providing for the smooth	President	week of	
	transition of students and staff and to close down the		decision to	
	school's business affairs. The team will include the		close	
	following (at a minimum):			
	NEAT Board President			
	NEAT Executive Director;			
	<ul> <li>Designee from sponsoring organization</li> </ul>			
2	Assign Item Responsibilities	NEAT Board	Within one	
	Distribute contact information to all transition team	President	week of	
	members, set calendar for meetings and assign dates		decision to	
	for completion of each charter school closure action		close	
	item.			
	The Transition Team will establish a Student			
	Transition Plan that focuses on enrolling students in a			
	new, appropriate school. The Plan will set clear			
	deadlines for key activities and will not be considered			]
	complete until every student has been enrolled in a			
	new school.			
	The Transition Team will assign a closure coordinator     as that families, staff and other stakeholders have			
	so that families, staff and other stakeholders have			]
	access to a direct line of support that can provide			
3	guidance through the transition.  Press Release	NEAT Executive	Within one	
٥	Create and distribute a press release that includes the	Director	week of	
	following:	חוופטוטו	decision to	
	History of school and reason(s) for closure;		close	
	Brief outline of support provided for NEAT students,		CIUSE	
	parents and staff;			
	Contact information for NEAT closure coordinator.			
4	Initial Closure Notification Letter: Parents & School	NEAT Executive	Within one	
l .	Distribute letter to faculty, staff and parents outlining:	Director	week of	
	Reason(s) for school closure;		decision to	
	Initial timeline for transition; and,		close	
	Contact information for closure coordinator.			
5	Initial Closure Notification Letter: State & Local	NEAT Executive	Within one	
	Agencies	Director	week of	
	Distribute letter to the State Board of Education and		decision to	
	local school districts (as necessary to inform local		close	
	district for purposes of enrolling students from the			
	closing school) to include:			
	<ul> <li>Notification materials distributed to faculty, staff and</li> </ul>			
	parents;			
	Reason(s) for school closure; and			
	Copy of any termination agreement(s) (if applicable).			
6	Continue Current Instruction	NEAT Executive	Ongoing	
	Continue instruction under current education program	Director		
	per NEAT charter contract			
<u> </u>	until end of school calendar for regular school year.	NEATE		
7	Continue to Administer MAP Tests	NEAT Executive	Ongoing	
	Continue to administer MAP tests in accordance with	Director		
<u> </u>	regulations and policies.	NEAT D		
8	Board Communication	NEAT Board	Ongoing	]
	Provide advance copies of all meeting agendas,	President		
	minutes, financials, all supporting documentation for			
	Board minutes, and all documents as outlined			
ļ	throughout this Checklist.			

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9	Maintain Insurance NEAT's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration.	NEAT Executive Director	Ongoing
	NEAT will:  • Maintain existing insurance coverage until the disposal of such assets under the school closure action plan;  • Continue existing insurance for the facility and other		
	assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of other assets are sold;		
	<ul> <li>Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.);</li> <li>Maintain existing directors and officers liability (D&amp;O)</li> </ul>		
40	insurance, if any, until final dissolution of the school.	NIE AT Essessibles	
10	Reporting of Financial Condition  NEAT will prepare the following financial documents on a monthly basis as of the close of the following month until finalization of closure. A current balance sheet as of the month just ended before the closure decision;  • A current income statement as of the month just ended before the closure decision; and, month-to-month cash flow statement to operate the school through the closure date which accounts for the full	NEAT Executive Director and HR/Business Manager	Ongoing
4.4	disposition of assets.	NEATO	Maria i oo
11	Establish Use of Reserve Funds Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities: • Retirement systems; • Teachers and staff; • Employment taxes and federal taxes; • Audit preparation; • Private creditors; and,	NEAT Board President	Within 30 days of decision to close
4.0	Overpayments from DESE.	NEATE #	14001 1 45
12	Parent/Guardian Closure Transition Letter NEAT will create and distribute a letter with detailed information regarding the transition plan, including:  • Date of the last day of regular instruction;  • Cancellation of any planned summer school;  • Date(s) of any planned school choice fair(s);  • Listing of the contact and enrollment information for charter, parochial, public and private schools in the area;  • Information on obtaining student records before the end of classes;  • Date for upcoming parent/guardian closure meeting;	NEAT Executive Director	Within 15 days of decision to close
	and,		
	Contact information for NEAT closure coordinator.		11011
13	Employees and Benefit Providers  NEAT will establish an employee termination date and:  Notify all employees of termination of employment and/or contracts (include in Staff/Faculty Closure Transition Letter);  Notify benefit providers of pending termination of all employees;	NEAT Executive Director	Within 15 days of decision to close

	<del>-</del>		
	Notify payroll processor of pending closure of the		
	school;		
14	<ul> <li>Notify employees and providers of termination of all</li> </ul>		
	benefit programs contracts (include in Staff/Faculty		
	Closure Transition Letter); and		
	Terminate all benefits programs as of the last date of		
	service in accordance with applicable law and		
	regulations (e.g., COBRA).		
15	Notify Agencies/Organizational Partners	NEAT Executive	
'	Agency notifications will include (at a minimum):	Director	
	Missouri teacher retirement system;    Organizations	Director	
40	and/or institutions with which the school has partnered	NICAT Consortions	
16	Notify Contractors/Vendors	NEAT Executive	
	NEAT will formulate a list of all contractors and	Director	
	vendors with contracts in effect and:		
	Notify them regarding school closure and cessation of		
	operations;		
	Instruct contractors and vendors to make		
	arrangements to remove any property from the school		
	by a date certain (copying machines, water coolers,		
	other rented property);		
	Retain records of past contracts as proof of full		
	payment; and,		
	Maintain telephone, gas, electric, water, insurance,		
	Directors and Officers liability insurance long enough to		
	cover the time period required for all necessary closure		
<u> </u>	procedures to be complete	NEATE	Maria i co
17	Notify Creditors and Debtors	NEAT Executive	Within 30
	NEAT will formulate list of creditors and debtors and	Director	days
	any amounts accrued and unpaid with respect to such		after the
	creditor or debtor and:		last day
	<ul> <li>Solicit from each creditor a final accounting of the</li> </ul>		of
	school's accrued and unpaid debt.		
	3010013 accided and dripaid debt.		instruction
			instruction
	Compare the figures provided with the school's		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile. Where possible, negotiate a settlement of debts		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors		instruction
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.		
18	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards	NEAT Executive	Within 30
18	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:	NEAT Executive Director	Within 30 days
18	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards;		Within 30
18	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:		Within 30 days
18	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards;		Within 30 days after the
18	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent		Within 30 days after the last day
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information	Director	Within 30 days after the last day of instruction
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	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records NEAT will ensure that each student continues his or	Director	Within 30 days after the last day of instruction Within 30 days
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records NEAT will ensure that each student continues his or her education and has complete student records	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records  NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records  NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:  • Grades and any evaluation;	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:  • Grades and any evaluation;  • All materials associated with Individual Education	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records  NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:  • Grades and any evaluation;  • All materials associated with Individual Education Plans or 504s;	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records  NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:  • Grades and any evaluation;  • All materials associated with Individual Education Plans or 504s;  • Immunization records; and,	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records  NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:  • Grades and any evaluation;  • All materials associated with Individual Education Plans or 504s;	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of
	Compare the figures provided with the school's calculation of the debt and reconcile.  Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.  • Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.  Final Report Cards  After the last day of instruction, NEAT will:  • Compile all student records and final report cards; Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information  Archival and Transfer of Student Records  NEAT will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:  • Grades and any evaluation;  • All materials associated with Individual Education Plans or 504s;  • Immunization records; and,	Director  NEAT Executive	Within 30 days after the last day of instruction Within 30 days after the last day of

	NEAT will provide a list of all payroll reports including taxes, retirement or adjustments on employee contracts as well as employment verification report to each employee, including:  • Evidence of having made payment and arrangements for the timely and complete processing of all payroll documentation (W-2's, 1099's, etc.). Evidence of such will consist of a signed and dated assurance from the provider.  • An employment verification report to each employee at the end of their employment which includes the dates that the individual worked at the school, the position(s) held (including grade and subject taught if a teacher), and salary history.	Director and Director of Finance	days after the last day of instruction	
21	Itemized Financials  NEAT will review, prepare and make available:  • Fiscal year-end financial statements;  • Cash analysis;  • List of compiled bank statements for the year;  • List of investments;  • List of payables (and determinations of when a check used to pay the liability will clear the bank);  • List of all unused checks;  • List of petty cash;  • List of bank accounts; and,  • List of all payroll reports including taxes, retirement or adjustments on employee contracts  • Additionally, collect and void all unused checks as well as close accounts once transactions have cleared.	NEAT Executive Director and Director of Finance/	Within 30 days after the last day of instruction	
22	Final Reporting NEAT will submit any and all final reports and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.	NEAT Executive Director	Within 60 days of the last day of instruction and ongoing	
23	Conduct an Inventory and Plan for Disposition of Assets  NEAT will plan for the disposition of all assets, property, and inventory, including assets purchased with federal and Missouri State funds. Specifically, NEAT will:  • Create a fixed asset list segregating Missouri State and federal dollars;  • Note source codes for funds and price for each purchase;  • Establish fair market value, initial and amortized for all fixed assets;  • Ensure that all liabilities and obligations of the School are paid and discharged to the extent of the School's assets; and,  • Ensure that any unobligated assets be returned to DESE.	NEAT Executive Director	Within 60 days of the last day of instruction and ongoing	
24	Document the Disposition of and Transfer of Corporate Records NEAT's Board will maintain all corporate records related to: • Employees (background checks, personnel files); • Loans, bonds, mortgages and other financing; • Contracts; • Leases; • Assets and asset sales;	NEAT Executive Director	Within 60 days of the last day of instruction and ongoing	

Grants (records relating to federal grants must be		
kept in accordance with 34 CFR		
8042.)		
Governance (minutes, by-laws, policies);		
<ul> <li>Accounting/audit, taxes and tax status;</li> </ul>		
Employee benefit programs and benefits; and,		
Any items provided for in the closure action plan		

			1 14771 1 00	
25	Conduct an Inventory and Plan for Disposition of	NEAT	Within 60	
	Assets	Executive	days of the	
	NEAT will plan for the disposition of all assets, property,	Director	last day of	
	and inventory, including assets purchased with federal		instruction	
	and Missouri State funds. Specifically, NEAT will:		and ongoing	
	Create a fixed asset list segregating Missouri State			
	and federal dollars;			
	<ul> <li>Note source codes for funds and price for each</li> </ul>			
	purchase;			
	Establish fair market value, initial and amortized for all			
	fixed assets;			
	Ensure that all liabilities and obligations of the School			
	are paid and discharged to the extent of the School's			
	assets; and,			
	Ensure that any unobligated assets be returned to			
	DESE.			
26	Document the Disposition of and Transfer of	NEAT Board	Within 60	
	Corporate Records	President	days of the	
	NEAT's Board will maintain all corporate records related		last day of	
	to:		instruction	
	<ul> <li>Employees (background checks, personnel files);</li> </ul>		and ongoing	
	<ul> <li>Loans, bonds, mortgages and other financing;</li> </ul>			
	Contracts;			
	• Leases;			
	Assets and asset sales;			
	Grants (records relating to federal grants must be kept			
	in accordance with 34 CFR			
	8042.)			
	Governance (minutes, by-laws, policies);			
	Accounting/audit, taxes and tax status;			
	Employee benefit programs and benefits; and,			
	Any items provided for in the closure action plan			
27	Final Closeout Audit		Within 120	
	The school must submit a final closeout audit (by an		days of the	
	independent CPA firm as determined by statute), which		last day of	
	documents disposition of all liabilities.		instruction	