



EWING MARION

# KAUFFMAN SCHOOL

**EWING MARION KAUFFMAN SCHOOL, INC.  
BOARD OF DIRECTORS MEETING PACKET  
Wednesday, August 10th, 2022**

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**EWING MARION KAUFFMAN SCHOOL, INC.**  
**BOARD OF DIRECTORS - MEETING AGENDA**

**MEETING INFORMATION**

Ewing Marion Kauffman School  
Wednesday, August 10th, 2022  
Board of Directors Meeting (8:30am CT)  
Meeting will be held at the Kauffman School  
6401 Paseo Blvd  
Kansas City, MO 64131

**AGENDA**

- **CALL TO ORDER**
  - Welcome guests
  - Review and discuss meeting agenda
  - Action: Meeting minutes 07.13.2022
  - Board Chair Comments
- **LEADERSHIP REPORT**
- **FINANCE**
  - Treasurer's Report
  - Authentic Leaders (Kander)
  - 990 Form Filed
- **GOVERNANCE**
  - 2022-2023 School Calendar
  - Student and Family Handbook
  - Personnel Policy: Updated COVID-Related Leave Policy
  - Personnel Policy R.S. Mo. 167.117
- **BOARD DRAFT UPDATE**
- **COMMUNITY FORUM**
  - The Board will hear comments from community members regarding items on the agenda or other issues that should be brought to the Board's attention. Individual comments are limited to three minutes. It is anticipated the time allotted for the community forum will be no longer than fifteen minutes, unless time is extended by the Board Chair. Individuals who do not have an opportunity to speak during the allotted time will be given first opportunity at the next regularly scheduled Board of Directors meeting.
- **CLOSED SESSION / EXECUTIVE SESSION**
  - Close meeting pursuant to R.S.Mo 610.021(6) - discussion of a student matter, R.S.Mo 610.021(1) - discussion of legal matters and R.S.Mo 610.021(3) - discussion of a personnel matter
- **ADJOURN**

**FUTURE MEETINGS**

- Committee Meetings: Thursday, September 1st (8:00 am CST)
- Board Meeting: Wednesday, September 7th (8:30 am CST)

# MINUTES OF REGULAR MEETING OF THE BOARD OF DIRECTORS OF EWING MARION KAUFFMAN SCHOOL, INC

07.13.2022

A regular meeting of the Board of Directors of Ewing Marion Kauffman School, Inc., a Missouri nonprofit corporation exempt from federal taxation under Internal Revenue Code § 501(c)(3), was held at its headquarters in Kansas City, Missouri on July 13, 2022, pursuant to public notice provided at least 24 hours in advance. The meeting was held in person at the School.

Participating were Tracy McFerrin, Chair, Kristin Bechard, Brett Hembree, Juan Rangel, Corey Scholes, Maurice Watson, and Jerry Williams joined the meeting in progress.

Also participating from the School were Hannah Lofthus, President and Chief Executive Officer; John Tyler, Secretary and General Counsel; and Cat Cain, Operations Manager.

No one from the community was present.

Ms. McFerrin chaired the meeting and Mr. Tyler served as secretary. Ms. McFerrin called the meeting to order at 8:31 am, welcomed those in attendance to the first in person meeting in a couple of years, previewed the agenda, and expressed her appreciation for all

Ms. McFerrin and those present expressed appreciation for Mr. Watson and his service and commitment to the School, board, staff, students, and community. Mr. Watson expressed his appreciation for the opportunity to serve.

After discussion and motion duly made (Rangel) and seconded (Watson), the board unanimously approved minutes from the meetings of May 9, 2022.

Ms. Cain left the meeting.

## Leadership Report

Ms. Lofthus presented the leadership report, including a preview of topics for upcoming board meetings; the School's recognition by US News & World Report as one of the top five schools in Missouri; the visit by former astronaut Leland Melvin as part of a monthly series of modeling leadership and opportunities; end of year trips and experiences for students through all grades which include college visits; an update on CEO succession planning in conjunction with Ms. Lofthus' upcoming sabbatical leave beginning this fall; and an update on the Chief Academic Officer search, its challenges, and next steps for restarting the search. Discussion occurred throughout.

Ms. Lofthus continued her report by summarizing strategic priorities. She highlighted outcomes for the meeting today as understanding the process, priorities, and initiatives to be accomplished in the next several years. She connected those outcomes to the CEO goals after which she summarized the process by which the strategic planning occurred, including maintaining the "what" of the School with modifications of the "how" and "why" to reflect changed circumstances from five years ago. She presented a "portrait of a graduate" as connected to the aims as connected to various domains that comprise that portrait, including contributions from School alumni. Discussion occurred throughout.

Ms. Lofthus explained that the next step in the process was to connect the portrait of a graduate with organizational diagnostics and stakeholder feedback to then establish five-year priorities and initiatives. She presented and described the five strategic priorities as follows:

1. A strong academic core;
2. Developing emotional intelligence, independence, and other non-cognitive skills;
3. Invested and connected students through strong culture and relationships;

4. An invested, diverse, and high performing team; and
5. Growth through enrollment and persistence.

She then summarized the data/information that contributed to the development of each priority and the key initiatives for each priority for each of the next five years, including how lessons learned and current performance have informed restoring some previous practices balanced with other important interests. Discussion occurred throughout, including managing expectations regarding some objective performance metrics especially in the first year.

### **Finance Report**

Ms. Lofthus presented the financial report in light of MS. Pasniewski's illness, including that actual revenue and expenses are running favorable to the budget and the

After discussion and upon motion duly made (Bechard) and seconded (McFerrin), the Board unanimously approved the Treasurer's report.

Ms. Lofthus described the reasons for changing the signature authority for banking, with the addition of Ms. Pasniewski. Mr. Tyler explained that the resolution distributed in advance of the materials needed to include Ms. Pasniewski among the authorized signatories.

After discussion and upon motion duly made (Watson) and seconded (Bechard) and upon the recommendation from the Finance Committee as revised, the Board unanimously approved the resolution attached as **Exhibit A**.

Discussion followed about two engagements for consideration by the board for Kander Consulting and EdOps.

Ms. Lofthus described the arrangement with EdOps and the need for additional services given Mr. Jones' decision to transition away from his position at the School.

After discussion and upon motion duly made (Bechard) and seconded (Hembree), the Board unanimously approved expanding the engagement with EdOps in the amount of \$203,000 to provide financial services as summarized.

Ms. Lofthus summarized the policy changes being recommended by management and the Governance Committee.

After discussion and upon motion duly made (Watson) and upon the recommendation from the Governance Committee, the Board unanimously approved the policy changes in attached **Exhibit B**.

Ms. Lofthus summarized the reasons to change the homeless liaison.

After discussion and upon motion duly made (Scholes) and seconded (Watson), the Board unanimously approved designating Daniel Velazquez as the homeless liaison.

### **Closed Session**

Pursuant to the published agenda, a motion was made (Watson) and seconded (Scholes) to go into executive session as allowed by RSMO 620.021(1), (3), and (6) regarding legal, personnel, and students to discuss matters thereunder. Pursuant to a roll call vote, the following directors voted to approve the motion (Bechard, Hembree, McFerrin, Rangel, Scholes, Watson, and Williams) with no directors opposing or abstaining. The meeting entered closed session at 10:36 am.

Ms. McFerrin described the CEO review process, input to it, the goals and performance relative thereto, discussions of and recommendations from the CEO Evaluation Committee, and other information. Discussion occurred throughout.

Ms. McFerrin presented a proposed area of focus for 2022-2023. Discussion occurred throughout.

Ms. McFerrin presented recommendations for CEO compensation. She also presented market information for options for

proceeding. Discussion occurred throughout.

After discussion and upon motion duly made (Watson) and seconded (Rangel), the Board unanimously approved Ms. Lofthus's compensation for the 2022-2023 academic year at the amount retained by the Secretary and reported to the Chief Operating Officer.

A motion was made (Watson) and seconded (Hembree) to leave the executive session and re-open the meeting. Pursuant to a roll call vote, the following directors voted to approve the motion (Bechard, Hembree, McFerrin, Rangel, Scholes, Watson, and Williams) with no directors opposing or abstaining. The meeting adjourned from closed session 11:17 am.

### **Community Forum**

With no one from the community present, there was no community forum.

There being no further business, the meeting adjourned at 11:21 am.

John Tyler, Secretary

**Exhibit A**  
**Resolution Regarding Signature Authority on Bank Accounts**

**July 13, 2022**

WHEREAS, the Board of Directors of the Ewing Marion Kauffman School, Inc. (the "Corporation") has designated Commerce Bank of Kansas City (hereinafter called Bank) as a depository of the Corporation and various accounts have been opened on behalf of the Corporation; and

WHEREAS, the Board of Directors desires to appoint the named individuals below to have the authorizations to sign and approve financial instruments to facilitate the transaction of Corporation business utilizing the funds in such Accounts.

NOW, THEREFORE, IT IS RESOLVED, that, as of the date set forth above, the Board of Directors hereby grants authority to sign checks or other financial instruments to process the payment of the properly incurred obligations of the Corporation as follows:

**SECTION A – CHECKS AND FINANCIAL INSTRUMENTS**

FURTHER RESOLVED, that any one of the following agents –

- Kristin Bechard
- Hannah Lofthus
- Cat Cain
- Katie Pasniewski
- Tracy McFerrin
- John Tyler

(each individually an "Account Agent") -- is authorized to sign, or otherwise authorize, checks, drafts and other orders ("Instruments") drawn on a bank account that has been established pursuant to an authorization of the Corporation's Board of Directors (an "Account"); and enter into agreements with Bank for debit cards, all for the payment of money from the Account; and to endorse Instruments, for credit or negotiation, payable to the Corporation (hereafter "Depositor"). Bank is authorized to pay, without further inquiry, all Instruments signed in accordance with this resolution against the account whether such items are drawn or endorsed to the drawer, tendered for cash or for payment of the individual obligation of drawer, or are deposited to the individual credit of the drawer. Bank shall not have any obligation to inquire as to the circumstances of the issuance or use of any Instrument or the application of the proceeds of the Instrument. Endorsements for credit may be made by the written or stamped endorsement of Depositor, without designation of the person making the stamped endorsement. Bank is authorized to pay any Instruments drawn on the Account that bear or purport to bear the facsimile, electronic or imaged signature, mark or symbol of any Account Agent or Depositor (together referred to as "Facsimile") if such Facsimile resembles the Facsimile on file with Bank or if such Facsimile resembles any Facsimile previously affixed to any Instrument drawn on the Account which was accepted and paid without timely objection by Depositor, thereby ratifying its use.

**SECTION B – FUND TRANSFERS/WIRES/ACH**

FURTHER RESOLVED, that any one of the following agents –

- Kristin Bechard
- Hannah Lofthus
- Cat Cain
- Katie Pasniewski
- Tracy McFerrin
- John Tyler

(each individually a "Fund Transfer Agent") -- is authorized to make or verify written, telephonic or verbal requests for the transfer of funds, including wire transfers and ACH debits, from the Account to other accounts of Depositor or to third parties; to enter into agreements with Bank providing for such fund transfers; and to designate other Fund Transfer Agents. Bank is authorized to honor all such fund transfers when given or purported to be given by any Fund Transfer Agent.

#### **SECTION D – TREASURY SERVICES/ELECTRONIC BANKING**

FURTHER RESOLVED, that any one of the following agents –

- Kristin Bechard
- Hannah Lofthus
- Cat Cain
  
- Katie Pasniewski
- Tracy McFerrin
- John Tyler

(each individually a "Treasury Services Agent") -- is authorized to identify and implement cash management and other general banking services, including but not limited to, electronic or online banking services, for Depositor and to enter into agreements with Bank relating to such services.

FURTHER RESOLVED, that the foregoing resolutions shall remain in full force and effect until written notice of their amendment or rescission shall have been received by Bank and Bank has had a reasonable opportunity to act as provided in Bank's *Deposit Agreement*.

FURTHER RESOLVED, that management is charged with responsibility for and is empowered to take those actions and execute any instruments as reasonably necessary to implement this resolution including any standard form of corporate banking resolutions of required by any bank at which an Account has been properly established. Any such form resolutions must be delivered to the Secretary of the Corporation and included in the board book of the Corporation upon their execution and upon such delivery will be deemed to have been authorized by the Board of Directors.

RESOLVED, that each officer of the Corporation is authorized and directed to take any further action and to execute, deliver and file any documents in the name and on behalf of the Corporation, and to pay any fees and expenses, as in his or her judgment may be necessary or advisable in order to carry out the foregoing resolutions.

Exhibit B

Policy Changes

Updated FMLA Policy

Paid vs. Unpaid FMLA Leave

FMLA does not require employers to pay Team Members during qualified FMLA leave. However, in the following circumstances of qualified FMLA leave, the Kauffman School will offer paid leave in the amounts and for the durations listed below:

Type of Qualified FMLA Leave	Hours of Paid Time Off
Maternity, Paternity, Adoption	20 days paid at 100%
	40 days paid at 50%
Leave for the Employee’s Own Serious Medical Condition	20 days paid at 100%
	40 days paid at 50%

The team member has the option to supplement leave paid at 50% of salary with accrued, unused, available PTO.

In situations where spouses or domestic partners work for the same employer and each spouse/domestic partner is eligible to take FMLA leave for the same FMLA-qualifying leave reason (i.e. the birth, adoption or foster care placement of a child, ), one spouse/domestic partner will receive paid leave according to the above policy. The second spouse/domestic partner will be paid for 10 days at 100% of the Team Member’s salary and 10 days at 80% of the Team Member’s salary. The employee may then use any accrued, unused PTO available. Once PTO is exhausted, the remaining leave will be unpaid.

Qualified FMLA leave to care for a child, spouse/domestic partner, or parent, including military caregiver leave, will be unpaid. Team members have the option to use any accrued, unused, or available PTO.

During any leave of absence, including FMLA leave, outside employment is prohibited.

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**Commented [KP1]:**

The previous policy provided:  
 - 20 days at 100%  
 - 20 days 80%  
 - Remaining time allowed under FMLA at 0%

The new policy provides:  
 - 20 days at 100%  
 - 40 days at 50%

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**Commented [KP2]:** While we think most employees will opt out of using available PTO during FMLA, we want to provide the option to do so.

**Deleted:** After the team member exhausts the above-described paid time off, the team member has the option of using any accrued, unused, available PTO. Once the team member exhausts any available accrued, unused PTO, the leave will be unpaid.

**Deleted:** must first use any accrued, unused PTO available, and then

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## Policy 4150: Employment – Staff Monetary Compensation

The School recognizes that monetary compensation is an integral part of a performance culture that recognizes achievement. It is also one of several factors that contribute to attracting, retaining, motivating, and rewarding the talented staff members that make the School great and that contribute to student success academically and in other ways. These objectives are achieved best when monetary compensation is known with clarity and/or able to be determined with certainty in advance.

School personnel generally fall into four categories regarding compensation:

1. Instructional Staff, who are hired for two (2) year terms (although either may terminate the arrangement early), who work 11 months per year, and who are paid in equal installments on regular paydays over a twelve (12) month period from on or about July 16 through July 15 of each;
2. Administrative and Operational Staff, who are hired without specific terms and who are paid in equal installments on regular paydays during and through the calendar year; and
3. Trainees who are hired on a preliminary basis for a short-term, usually around sixty days.

**Deleted:** <#>Early Instructional Staff are Instructional Staff with less than three (3) years of independent classroom experience.

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Compensation for the first three categories consists of some or any of the following:

- i. Base Compensation;
- ii. Compensation Increases, including Cost of Living Adjustments and Merit Increases;
- iii. Executive Bonuses for designated employees only
- iv. Supplemental Pay/Staff Bonuses; and
- v. Compensation for Unused PTO

Compensation for trainees consists of base compensation only as provided for in their engagement letter.

### Base Compensation

For Instructional Staff (including Teaching Fellows), base compensation for the first academic year increment of each two year agreement shall be stated with certainty in the employment contract before the person begins providing services for the first academic year increment, generally by June 30. Base compensation for the second academic year increment shall be determined in accordance with the policies and procedures below and shall be ascertained and stated in writing before the person begins providing services for such second academic year increment, generally by June 30.

**Deleted:** For Early Instructional Staff who surpass two years of independent classroom teaching experience during a contract period, their base compensation for the next academic year shall be \$41,000 or such other amount as the Chief Executive Officer shall determine in writing in advance\* of the second academic year increment, provided the person is not on a performance improvement plan during the final evaluation period.

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For 12-month Administrative and Operational Staff, base compensation beginning with the staff member's hiring shall be stated with certainty in the engagement letter before the person begins working at the School. Compensation for services for years beginning each

subsequent July 1<sup>st</sup> shall be determined in accordance with the policies and procedures set forth below and shall be stated with specificity in writing before June 30 of each subsequent year (which is and will be before the person begins providing services for the subsequent year).

**Compensation Increases:**

Compensation for the second academic year of a two-year contract for Instructional Staff shall be determined by the following:

- A. Prior year's compensation, plus
- B. A cost of living adjustment (COLA), if applicable (Note: COLAs are not guaranteed. Management will determine annually before July 1 of each year whether a COLA will be implemented, and if applicable, the COLA rate. If a COLA will be implemented, all employees will receive the COLA at the defined rate), plus
- C. A Merit Increase equal to 1 – 3 % of the prior period's compensation, with the specific increase percentage determined and documented in advance by July 1 of each year, if one of the following conditions is met:
  - i. The staff member received an "Effective" rating on their Mid-Year Evaluation, and maintained the "Effective" rating through End-of-Year.
  - ii. The staff member received a "Beginning" or "Developing" rating on their Mid-Year Evaluation, but demonstrated growth by successfully mastering their Mid-Year Goals as determined by their End-of-Year Evaluation.

Compensation for years beginning on or about the subsequent July 1<sup>st</sup> for Administrative Staff shall be determined by the following:

- A. Prior year's compensation, plus
- B. A cost of living adjustment (COLA), if applicable (Note: COLAs are not guaranteed. Management will determine annually before July 1 of each year whether a COLA will be implemented, and if applicable, the COLA rate. If a COLA will be implemented, all employees will receive the COLA at the defined rate), plus
- C. A Merit increase based on the following:
  - i. If the staff member earns less than \$70k annually:
    - 1. A Merit increase of 1-3% if the staff member is rated "Effective" on their Mid-Year Evaluation, and maintained the "Effective" rating through End-of-Year, or received a "Beginning" or "Developing" rating on their Mid-Year Evaluation, but demonstrated growth by successfully mastering their Mid-Year Goals as determined by their End-of-Year Evaluation.
  - ii. If the staff member earns \$70k - \$100k annually:
    - 1. A Merit increase of 1-3% if the staff member is rated "Effective" on their Mid-Year Evaluation, and maintained the "Effective" rating through End-of-Year, or received a "Beginning" or "Developing" rating on their Mid-Year Evaluation, but demonstrated growth by

successfully mastering their Mid-Year Goals as determined by their End-of-Year Evaluation.

iii. If the staff member earns more than \$100k annually:

1. A Merit increase is not guaranteed, regardless of performance.
2. Management will determine annually before July 1 of each year whether a Merit Increase will be implemented.
3. If a Merit increase is implemented, a Merit increase of 1-3% if the staff member is rated "Effective" on their Mid-Year Evaluation, and maintained the "Effective" rating through End-of-Year, or received a "Beginning" or "Developing" rating on their Mid-Year Evaluation, but demonstrated growth by successfully mastering their Mid-Year Goals as determined by their End-of-Year Evaluation.

### **Executive Bonuses**

The School's Board may designate certain executive personnel as eligible to receive bonuses and compensation adjustments other than or in addition to those provided for above based on a written plan established by the Board in advance of the period for which services are rendered and subject to evaluation. Such plan shall state the amount of the bonus pool available, targets/objectives to be achieved, and other criteria, including for partial payout, if any.

### **Supplemental Pay/Staff Bonuses**

Supplemental Pay and Bonuses do not get incorporated into Base Compensation for subsequent years and are not factored into the Compensation Increases. Supplemental Pay may be paid over time or in a lump sum. Bonuses are one-time, lump sum payments.

There are two categories of Supplemental Pay for fulfilling responsibilities assumed in addition to the staff member's regularly assigned responsibilities: (1) those that are characterized primarily by the scope of the duties (e.g., coaching, being a grade team leader, etc.) ("Scope Duties"), and (2) those that are characterized primarily by virtue of the time commitment necessary to fulfill them on an interim or short term basis ("Other Duties").

Supplemental Pay--Scope Duties. Regarding Scope Duties, a Supplemental Scope Duties Schedule\* shall be provided to all staff by August 30 for the coming academic year and shall specifically describe the responsibilities and corresponding amount to be paid for fulfilling the responsibilities. If the need arises during the year to expand the Schedule, the School will update and distribute the revised Schedule \* before anyone assumes those responsibilities or as near as possible to when performance of those responsibilities begins.

Except as provided in the next sentence, compensation for supplemental Scope Duties shall be paid according to the timing provided for in the Schedule, or upon leaving employment, provided in all cases that the responsibilities have been satisfactorily completed prior to

that time. If the responsibilities of Scope Duties last an entire academic year, compensation will be provided in the regular paychecks by the end of January and the end of June.

**Supplemental Pay--Other Duties.** Regarding Other Duties, the responsibilities, projected time commitments, and pay amounts that are commensurate with the additional responsibilities shall be described in writing\* in advance or as near as reasonably possible to the assumption of those responsibilities. This may not be a schedule as with Scope Duties but may be responsibilities assigned to a discrete person for which documentation will be developed and maintained.

Except as provided in the next sentence, compensation for Other Duties shall be paid according to the timing provided for in the writing that documents the duties and compensation or upon leaving employment, provided that prior to leaving employment a reasonable, good faith estimate can be made as to the prorated amount of the responsibilities are satisfactorily fulfilled.

**Staff Bonuses.** All non-executive staff may be eligible to receive a Bonus(es) based on performance during the preceding year or other evaluation period established in advance. The standards to be met, the criteria for assessing performance against those standards, and bonus amounts or percentages of Base Compensation shall be approved by the Chief Executive Officer in writing and in advance of the applicable performance period.\* The assessment shall also be documented and included in the staff person's file. Standards might include such topics as student achievement that substantially surpasses expectations, teamwork beyond that which is otherwise expected in a high performing environment, assuming new responsibilities and excelling at fulfilling them along with pre-existing duties and responsibilities.

#### Compensation for Unused PTO

The PTO policy is defined in the School's Personnel Policies. PTO is tracked by Human Resources. As of June 30, Human Resources will confirm each employee's unused PTO for the period of July 1 through June 30. Employees may elect to rollover PTO to the following year; rollover policies are defined the in School's Personnel Policies. Employees may also elect to receive compensation in the July 15 payroll for unused PTO from the period of July 1 through June 30. Employees who remain employed through June 30 will be compensated for any unused PTO at [the employee's hourly rate](#). Employees who voluntarily or involuntarily separate from the School prior to June 30 will not be compensated for any unused PTO. To rollover or receive compensation for unused PTO, employees will be required to sign a form requesting such rollover or payout; this form will be created by Human Resources and sent to the employee on or before June 30.

#### Requirement That Compensation Be Reasonable

In all instances, total compensation – the aggregate of all amounts paid to a staff member for work performed -- shall be reasonable as evaluated against market conditions and

**Deleted:** The following policy will go into effect as of July 16, 2020. ...

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**Commented [KP8]:** Change will increase payout from a flat rate of \$12/hour to each employee's equivalent hourly rate.

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comparable, peer opportunities, and as informed by relevant ranges established for levels within the School.

\*Such documentation shall be provided to the Governance Committee.

**Revised and adopted (7/13/2022)**

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## 2022 – 2023 Supplemental Pay Scope Duties Schedule – Mid-Level Leadership

### Overview

Team members are compensated with Supplemental Pay for fulfilling responsibilities defined in this Supplemental Pay Scope Duties Schedule – Mid-Level Leadership and assumed in addition to the staff member's regularly assigned responsibilities.

### Payment Timelines

Supplemental Pay for responsibilities defined in this Supplemental Pay Scope Duties Schedule – Mid-Level Leadership will be split across two payments, the first in the January 31<sup>st</sup> payroll and the second in the June 30<sup>th</sup> payroll.

### Relevant Definitions

- **Shared Responsibility:** The roles/tasks defined below are intended to be fulfilled by a single team member for the duration of the entire academic year, and supplemental pay amounts are defined accordingly. In the event that the responsibilities of any role/task are shared between two or more team members, the total supplemental pay amount will be split according to the applicable Pro-Rating determination defined below.
- **Pro-Rating:**
  - *Shared Responsibility:* If a team member shares a role with one or more team members, each team members' responsibilities will be estimated as a percentage of the whole role/task and the supplemental pay amount will be divided accordingly. For example, if two team members equally share a role/responsibilities for which one person would be paid \$1,000, each team member will receive \$500 in supplemental pay. If two team members share a role/responsibilities and one person takes on 60% of the responsibilities and the other takes on 40%, the first team member would receive \$600 in supplemental pay, while the second team member would receive \$400.
  - *Partial Completion of Role/Responsibilities:* If a team member only partially fulfills the defined responsibilities of a role, their supplemental pay amount will be adjusted accordingly. For example, if a team member only fulfills 50% of the expectations of a \$1,000 role, the team member would receive \$500 in supplemental pay. Partial completion may be defined in advance as the expectation or may be determined by the supervisor based on an evaluation of the team member's performance.
  - *Partial Year in Role:* If a team member takes on a responsibility mid-year or withdraws from the role prior to the end of the year, their supplemental pay will be adjusted accordingly. For example, if a team member only takes on a \$1,000 role for one academic quarter, the team member would receive \$250 in supplemental pay.

### Supplemental Pay Agreements

Team members taking on roles and responsibilities defined in this Supplemental Pay Scope Duties Schedule – Mid-Level Leadership must sign a Supplemental Pay Agreement each academic year. The supplemental pay agreement will clearly define the role, responsibilities, supervisor, supplemental pay amount, and timeline for payment. Whenever known at the time agreements are executed, shared responsibility and pro-rating of supplemental pay will be defined in the team member's agreement. In cases where supplemental pay is pro-rated due to the team member's performance, feedback on the team member's performance will be documented and shared with the team member prior to June 30.

Compensation Criteria & Details

Role	Supplemental Pay	Estimated Hours	Inputs: General Description of Responsibilities
Grade Team Chair – High School	\$2,000	The following hours are an estimate. Total Approx. Hours/Week: <b>4-8 hours</b> Length of Role: <b>43 weeks</b> Additional hours for planning and meetings during the summer and/or school vacations may be required.	<ul style="list-style-type: none"> <li>Culture Data/GPA Meeting</li> <li>Weekly Walkthrough</li> <li>GPA Huddle – Preparation &amp; Facilitation</li> <li>Weekly R&amp;P Audits</li> <li>Grade Team Meetings – Preparation</li> <li>Misc. Responsibilities specific to grade team needs</li> </ul>
Grade Team Chair – Middle School	\$2,000	The following hours are an estimate. Total Approx. Hours/Week: <b>4-8 hours</b> Length of Role: <b>43 weeks</b> Additional hours for planning and meetings during the summer and/or school vacations may be required.	<ul style="list-style-type: none"> <li>Culture Data, GPA and/or Mid-Level Leader Meetings</li> <li>Daily classroom walkthroughs</li> <li>Misc. Responsibilities specific to grade team needs</li> </ul>
Grade Level Content Lead (GLCL) – High School	\$2,500	The following hours are an estimate. Total Approx. Hours/Week: <b>9-11 hours</b> Length of Role: <b>43 weeks</b> Additional hours for planning and meetings during the summer and/or school vacations may be required.	<ul style="list-style-type: none"> <li>Internalization – Preparation &amp; Facilitation</li> <li>Lesson Plan Feedback</li> <li>Curriculum, Scope &amp; Sequence Management, Unit Planning</li> <li>Culture Data Meeting</li> <li>Misc. Responsibilities specific to content area needs, including one or more of the following:                             <ul style="list-style-type: none"> <li>Push-in Support</li> <li>Dual Credit Work</li> <li>GLCL O3</li> <li>Weekly Data Review &amp; Reteach Planning</li> </ul> </li> </ul>

Grade Level Content Lead (GLCL) – Middle School	\$2,500	The following hours are an estimate. Total Approx. Hours/Week: <b>8-12 hours</b> Length of Role: <b>43 weeks</b> Additional hours for planning and meetings during the summer and/or school vacations may be required.	<ul style="list-style-type: none"> <li>Internalization – Preparation &amp; Facilitation</li> <li>Lesson Planning / Lesson Visions</li> <li>Curriculum, Scope &amp; Sequence Management</li> <li>Culture Data, GPA and/or Mid-Level Leader Meetings</li> <li>Gradebook Checks</li> <li>ANET and /or Summative Updates</li> <li>Daily 7 AM Practice</li> <li>Push-in Support</li> </ul>
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**Deleted:** <#>State of the School, Culture Data/GPA & ILT Meetings  
Assessment Management  
Interim Data Analysis, Data Day Planning & Priority Planning  
Teacher Management & Coaching  
Friday PD Planning  
Curriculum, Scope & Sequence Management, Unit Planning

**Deleted:** \$3,000

**Deleted:** The following hours are an estimate of hours during the academic year:  
Total Hours per week: **16-22 hours**  
Length of Role: **43 weeks**  
Additional hours for planning and meetings during the summer and/or school vacations may be required.

**Deleted:** Page Break  
**Deleted:** Department Head – Middle School

**Deleted:** <#>State of the School, Culture Data/GPA & ILT Meetings attendance and preparation  
Assessment Management for department/assigned grade levels  
Interim Data Analysis, Data Day Planning & Priority Planning  
Teacher Management & Coaching  
Friday PD Planning ... [2]

**Deleted:** \$3,000

**Deleted:** The following hours are an estimate of hours during the academic year:  
Total Hours per week: **16-22 hours** ... [1]



## 2022 – 2023 Supplemental Pay Scope Duties Schedule – Athletics & Activities

### Overview

Team members are compensated with Supplemental Pay for fulfilling responsibilities defined in this Supplemental Pay Scope Duties Schedule – Athletics & Activities and assumed in addition to the staff member's regularly assigned responsibilities.

### Payment Timelines

Supplemental Pay for responsibilities defined in this Supplemental Pay Scope Duties Schedule – Athletics & Activities will be paid according to the following schedule:

- Fall Athletics Coaches: paid in the January 31<sup>st</sup> payroll
- Winter Coaches: paid in the March 31<sup>st</sup> payroll
- Spring Athletics Coaches: paid in the June 30<sup>th</sup> payroll
- Year-Long Extra-Curricular Advisors: split across two payments, the first in the January 31<sup>st</sup> payroll and the second in the June 30<sup>th</sup> payroll.
- Session 1 Afterschool Clubs Program Lead: paid in the January 31<sup>st</sup> payroll
- Sessions 2 and/or 3 Afterschool Clubs Program Lead : paid in the June 30<sup>th</sup> payroll
- Athletics & Special Event Workers: paid in the payroll following the submission of timesheet(s)

### Relevant Definitions

- **Shared Responsibility:** The roles/tasks defined below are intended to be fulfilled by a single team member for the duration of the entire academic year, and supplemental pay amounts are defined accordingly. In the event that the responsibilities of any role/task are shared between two or more team members, the total supplemental pay amount will be split according to the applicable Pro-Rating determination defined below.
- **Pro-Rating:**
  - *Shared Responsibility:* If a team member shares a role with one or more team members, each team members' responsibilities will be estimated as a percentage of the whole role/task and the supplemental pay amount will be divided accordingly. For example, if two team members equally share a role/responsibilities for which one person would be paid \$1,000, each team member will receive \$500 in supplemental pay. If two team members share a role/responsibilities and one person takes on 60% of the responsibilities and the other takes on 40%, the first team member would receive \$600 in supplemental pay, while the second team member would receive \$400.
  - *Partial Completion of Role/Responsibilities:* If a team member only partially fulfills the defined responsibilities of a role, their supplemental pay amount will be adjusted accordingly. For example, if a team member only fulfills 50% of the expectations of a \$1,000 role, the team member would receive \$500 in supplemental pay. Partial completion may be defined in advance as the expectation or may be determined by the supervisor based on an evaluation of the team member's performance.
  - *Partial Year in Role:* If a team member takes on a responsibility mid-year or withdraws from the role prior to the end of the year, their supplemental pay will be adjusted accordingly. For example, if a team member only takes on a \$1,000 role for one academic quarter, the team member would receive \$250 in supplemental pay.



## Supplemental Pay Agreements

Team members taking on roles and responsibilities defined in this Supplemental Pay Scope Duties Schedule – Athletics & Activities must sign a Supplemental Pay Agreement each academic year. The supplemental pay agreement will clearly define the role, responsibilities, supervisor, supplemental pay amount, and timeline for payment. Whenever known at the time agreements are executed, shared responsibility and pro-rating of supplemental pay will be defined in the team member’s agreement. In cases where supplemental pay is pro-rated due to the team member’s performance, feedback on the team member’s performance will be documented and shared with the team member prior to January 31<sup>st</sup> (for roles paid in the January 31<sup>st</sup> payroll), or March 31<sup>st</sup> (for roles paid in the March 31<sup>st</sup> payroll) or June 30<sup>th</sup> (for roles paid in the June 30<sup>th</sup> payroll).

## Compensation Criteria & Details

Role	Supplemental Pay	Description of Responsibilities
Athletics & Special Events Worker	\$15/hour	<p>Serve in one of the following roles at an athletics event:</p> <ul style="list-style-type: none"> <li>• Manage admissions table</li> <li>• Manage concessions stand</li> <li>• Run scoreboard/clock</li> <li>• Manage scorebook</li> <li>• Monitor students and visitors in attendance</li> <li>• Support with event safety and security</li> </ul> <p>Support at a special event, including but not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• New Student Recruitment &amp; Enrollment events</li> <li>• Family Engagement events</li> <li>• Talent Recruitment events</li> </ul>
Afterschool Clubs Program Lead	\$100/each 8-10 week session	Lead a student group in the Afterschool Clubs Program and support with Clubs dismissal
Assistant Coach – Middle School Athletics	\$500	Serve as Assistant Coach for a Middle School Athletics program; fulfill all responsibilities detailed in Coach Agreement
Head Coach – Middle School Athletics	\$1,500	Serve as Head Coach for a Middle School Athletics program; fulfill all responsibilities detailed in Coach Agreement

Role	Supplemental Pay	Description of Responsibilities
Year-Long Extra-Curricular Advisor – Head Advisor	\$1,500	<p>Serve as Head advisor for a year-long Extra-Curricular program</p> <ul style="list-style-type: none"> <li>• Hold weekly/bi-weekly practice sessions</li> <li>• Have clear practice schedule with materials/resources prepped</li> <li>• Communicate with families about practice times and expectations</li> </ul>
Year-Long Extra-Curricular Advisor – Asst. Advisor	\$1,000	<p>Serve as Asst advisor for a year-long Extra-Curricular program</p> <ul style="list-style-type: none"> <li>• Hold weekly/bi-weekly practice sessions</li> <li>• Have clear practice schedule with materials/resources prepped</li> <li>• Communicate with families about practice times and expectations</li> </ul>
Assistant Coach – Freshman Athletics	\$500	Serve as Assistant Coach for a Freshman Athletics program; fulfill all responsibilities detailed in Coach Agreement
Head Coach – Freshman Athletics	\$1,000	Serve as Head Coach for a Freshman Athletics program; fulfill all responsibilities detailed in Coach Agreement
Assistant Coach – Junior Varsity Athletics	\$1,000	Serve as Assistant Coach for a Junior Varsity Athletics program; fulfill all responsibilities detailed in Coach Agreement
Head Coach – Junior Varsity Athletics	\$1,500	Serve as Head Coach for a Junior Varsity Athletics program; fulfill all responsibilities detailed in Coach Agreement
Assistant Coach – Varsity Athletics	\$1,000	Serve as Head Coach for a Junior Varsity Athletics program and/or Assistant Coach for a Varsity Athletics program; fulfill all responsibilities detailed in Coach Agreement
Head Coach – Varsity Athletics	\$2,500	Serve as Head Coach for a Varsity Athletics program; fulfill all responsibilities detailed in Coach Agreement
<a href="#">Football EMKS Lead Co-op Coach</a>	<a href="#">\$3,000</a>	<a href="#">Serve as the Lead Co-op Coach for Football</a>
<a href="#">Co-op Liaison</a>	<a href="#">\$1,500</a>	<a href="#">Serve as the Co-op Liaison for any UA/EMKS Co-op Athletics program</a>

Note: A coach will only be compensated for one position in a given season. For example, if an individual serves as both the head coach of the JV boys basketball team and an assistant coach for the Varsity boys basketball team, that individual would be compensated for the JV head coach role.



**2022 – 2023 Supplemental Pay Scope Duties Schedule – Instructional Program**

Overview

Team members are compensated with Supplemental Pay for fulfilling responsibilities defined in this Supplemental Pay Scope Duties Schedule – Instructional Program and assumed in addition to the staff member’s regularly assigned responsibilities.

Payment Timelines

- Supplemental Pay for most responsibilities defined in this Supplemental Pay Scope Duties Schedule – Instructional Program will be paid in the June 30<sup>th</sup> payroll.

Relevant Definitions

- **Shared Responsibility:** The roles/tasks defined below are intended to be fulfilled by a single team member for the duration of the entire academic year, and supplemental pay amounts are defined accordingly. In the event that the responsibilities of any role/task are shared between two or more team members, the total supplemental pay amount will be split according to the applicable Pro-Rating determination defined below.
- **Pro-Rating:**
  - *Shared Responsibility:* If a team member shares a role with one or more team members, each team members’ responsibilities will be estimated as a percentage of the whole role/task and the supplemental pay amount will be divided accordingly. For example, if two team members equally share a role/responsibilities for which one person would be paid \$1,000, each team member will receive \$500 in supplemental pay. If two team members share a role/responsibilities and one person takes on 60% of the responsibilities and the other takes on 40%, the first team member would receive \$600 in supplemental pay, while the second team member would receive \$400.
  - *Partial Completion of Role/Responsibilities:* If a team member only partially fulfills the defined responsibilities of a role, their supplemental pay amount will be adjusted accordingly. For example, if a team member only fulfills 50% of the expectations of a \$1,000 role, the team member would receive \$500 in supplemental pay. Partial completion may be defined in advance as the expectation or may be determined by the supervisor based on an evaluation of the team member’s performance.
  - *Partial Year in Role:* If a team member takes on a responsibility mid-year or withdraws from the role prior to the end of the year, their supplemental pay will be adjusted accordingly. For example, if a team member only takes on a \$1,000 role for one academic quarter, the team member would receive \$250 in supplemental pay.

Supplemental Pay Agreements

Team members taking on roles and responsibilities defined in this Supplemental Pay Scope Duties Schedule – Instructional Program must sign a Supplemental Pay Agreement each academic year. The supplemental pay agreement will clearly define the role, responsibilities, supervisor, supplemental pay amount, and timeline for payment. Whenever known at the time agreements are executed, shared responsibility and pro-rating of supplemental pay will be defined in the team member’s agreement. In cases where supplemental pay is pro-rated due to the team member’s performance, feedback on the team member’s performance will be documented and shared with the team member prior to June 30.

Compensation Criteria & Details

Hours Range	Supplemental Pay	Description of task/role at this level
15-25 hours	\$250	<ul style="list-style-type: none"> <li>• Coached August PD &amp; Year Long rounds with teachers: attended morning sessions and executed practice perfect during PDs in August &amp; during the year</li> <li>• Coached/mentored another teammate for 8-10 weeks through coaching sessions or development meetings (25 hours)                             <ul style="list-style-type: none"> <li>○ 3-5 practice sessions a week</li> <li>○ Regularly co-planning and feedback on lesson plans or classroom instruction</li> <li>○ 3-5 times/week observation</li> <li>○ Created S&amp;S for development and support</li> <li>○ Mentor teacher met weekly targeted benchmarks Sending nightly email with progress</li> <li>○ Created S&amp;S for development and support</li> </ul> </li> </ul> <p><i>NOTE: This does not include beginning of year push in support. This includes completing the responsibilities above.</i></p>
		<ul style="list-style-type: none"> <li>• If below criteria are met, Staff Committees or Projects include                             <ul style="list-style-type: none"> <li>○ PREP Lead, (15-25 hours/year) including following criteria:                                     <ul style="list-style-type: none"> <li>▪ Updating curriculum from previous year</li> <li>▪ Sending out necessary materials</li> <li>▪ Prepping other teachers to ensure curriculum is prepared</li> </ul> </li> <li>○ Fun Friday Lead (15-25 hours/year) including following criteria:                                     <ul style="list-style-type: none"> <li>▪ Weekly show flow</li> <li>▪ Logistics and coordination: teacher, placement, rosters, operations functions, supplies</li> <li>▪ <i>Note: If the above criteria did not apply to Fun Friday, this would be pro-rated based on responsibilities.</i></li> </ul> </li> </ul> </li> <li>• Lead or Point Person of a special project or committee with demonstrated output and required planning responsibilities (show flows, other docs) in addition to normal job duties (15-25 hours)                             <ul style="list-style-type: none"> <li>○ Maintained full teaching responsibilities</li> <li>○ Followed through on creating delegated materials and responsibilities</li> <li>○ Attended 90% of committee or project meetings</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Provide homebound services to student (15-25 hours)                             <ul style="list-style-type: none"> <li>○ Perform additional teaching responsibilities (nights &amp; weekends)</li> <li>○ Maintain full teaching responsibilities</li> <li>○ Follow through on all necessary services and all hours</li> </ul> </li> </ul>

Hours Range	Supplemental Pay	Description of task/role at this level
26-50 hours	\$500	<b>Coaching/ Mentorship</b> <ul style="list-style-type: none"> <li>Coached/mentored teammate <u>beyond 10 weeks</u> through coaching sessions or development meetings               <ul style="list-style-type: none"> <li>3-5 practice sessions a week</li> <li>Regularly co-planning and feedback on lesson plans or classroom instruction</li> <li>3-5 times/week observation</li> <li>Created S&amp;S for development and support</li> <li>Mentor teacher met weekly targeted benchmarks</li> </ul> </li> </ul>
		<b>Staff Committees or Projects</b> <ul style="list-style-type: none"> <li>Lead or Point Person of a special project or committee with demonstrated output and required planning responsibilities (show flows, other docs) in addition to normal job duties (26-50 hours)               <ul style="list-style-type: none"> <li>Maintained full teaching responsibilities</li> <li>Followed through on creating delegated materials and responsibilities</li> <li>Attended 90% of committee or project meetings</li> </ul> </li> </ul>
51-100 hours	\$1,000	<b>Staff Committees or Projects</b> <ul style="list-style-type: none"> <li>If below criteria are met, Staff Committees or Projects include:               <ul style="list-style-type: none"> <li>STEP coordination (53 + hours/year)</li> </ul> </li> <li>Special project or committee with demonstrated output in addition to normal job duties (51-100 hours)               <ul style="list-style-type: none"> <li>Maintained full teaching responsibilities</li> <li>Followed through on creating delegated materials and responsibilities</li> <li>Attended 90% of committee or project meetings</li> </ul> </li> </ul>
		<b>School program Sponsorship</b> <ul style="list-style-type: none"> <li>Prepared and led community meetings for entire year, from August until June (36 weeks X 2 hour/week = 72 hours).               <ul style="list-style-type: none"> <li>Maintained full teaching responsibilities</li> <li>Created weekly show flow, script PowerPoint, activities, visitors</li> <li>Ensure logistics were consistently taken care of (set up, awards, clean up, technology, supplies)</li> </ul> </li> </ul>
		<b>Teaching Time</b> <ul style="list-style-type: none"> <li>Taught extra classes with fewer than typical planning periods, 1 semester: (1 planning period = 1 hour)               <ul style="list-style-type: none"> <li>Content teachers with graded courses: fewer than 3 plan periods for 1 semester (4 additional teaching hours/week X 18 weeks = 72 additional teaching hours per semester)</li> <li>LSSs: <u>fewer than 2 plan periods for 1 semester (4 additional teaching hours/week X 18 weeks = 72 additional teaching hours per semester)</u></li> <li>Fitness Teachers: fewer than 2 plan periods for 1 semester (4 additional teaching hours/week X 18 weeks = 72 additional teaching hours per semester)</li> </ul> </li> </ul>

Hours Range	Supplemental Pay	Description of task/role at this level
101+ hours	\$1,500	<b>Teaching Time</b> <ul style="list-style-type: none"> <li>Taught extra classes with fewer than typical planning periods for entire year (1 planning period = 1 hour)               <ul style="list-style-type: none"> <li>Content teachers with graded courses: fewer than 3 plan periods for the entire year (4 hours/week X 36 weeks = 144 hours)</li> <li>LSSs: <u>fewer than 2 plan periods for the entire year (4 hours/week X 36 weeks = 144 hours)</u></li> <li>Fitness Teachers: fewer than 2 plan for the entire year (4 hours/week X 36 weeks = 144 hours)</li> </ul> </li> </ul>
		Fulfill all of the following responsibilities: <ul style="list-style-type: none"> <li>Parent Communication               <ul style="list-style-type: none"> <li>Support conferences with no translator for HS</li> <li>Serve as point person for HS teachers needing to contact Spanish-Speaking families (5-6 calls/wk)</li> <li>Serve as family liaison re: Hispanic Heritage month</li> <li>Serve as point person for Spanish Speaking families requesting information about the school</li> </ul> </li> <li>Family Events (College Coffeehouse, HS Info night, recruitment events, etc.)               <ul style="list-style-type: none"> <li>Meet with event coordinator before event to review presentation</li> <li>Adapt presentation for Spanish speaking families</li> <li>Hold quarterly workshop for Spanish Speaking parents                   <ul style="list-style-type: none"> <li>Reading grade reports</li> <li>Helping parents know how to support students with lifework</li> <li>How to ID assignments for kids to revise</li> <li>What's going on at the school overall</li> </ul> </li> </ul> </li> <li>Neighborhood Outreach               <ul style="list-style-type: none"> <li>Attend 4-5 outside-of-school recruitment events to support parents</li> <li>Translate presentations and deliver to Spanish Speaking families</li> <li>Answer questions of native Spanish Speakers</li> </ul> </li> </ul>

Hours Range	Supplemental Pay	Description of task/role at this level
Unlimited	Hourly, compensation based on employee's hourly rate*	<b>Short-Term Opportunity**:</b> <b>Teacher Sub Coverage</b> <ul style="list-style-type: none"> <li>Coverage for an absent teacher's class</li> <li>One full class period of coverage = One hour of compensation</li> <li>*Employee's hourly rate is calculated as their annual salary divided by 2,080 hours.</li> <li>▼</li> </ul>

**Deleted:** \*\*Compensation for Teacher Sub Coverage is an interim addition to our Supplemental Pay procedure and is in effect through the 2021-22 school year. During Summer 2022, we will evaluate whether this interim addition will be continued through the 2022-23 school year; any updates to this category of supplemental pay will be communicated during August 2023 professional development sessions.

# Treasurer's Report

## Ewing Marion Kauffman School Finance Monitoring Activities

	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
Condensed Financial Packet <sup>1</sup>				X				X				
Comprehensive Financial Packet <sup>2</sup>		X				X			X		X	
EMKS Budget											X	
Tax Return <sup>3</sup>											X	
Annual External Audit Report				X								
Vendor Check Register		X		X		X		X	X		X	
Retirement Committee Review			X					X				

<sup>1</sup>Condensed financial packet consists of financial highlights, income statement and balance sheet.

<sup>2</sup>Comprehensive financial packet consists of financial highlights, revenue and expense analysis, updated annual forecast as applicable, income statement and balance sheet.

<sup>3</sup>Final extended filing date is May.

### Reporting & Compliance Due Dates (Documents available upon request)

	<u>July</u>	<u>Aug</u>	<u>Sept</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
ASBR <sup>4</sup>		X										
End of Year Report and FER <sup>5</sup>			X									
Federal Payment Request				X				X			X	
403b Plan Audit	X											
1099 and W2 Tax Forms							X					
DESE Budget and Revisions <sup>6</sup>	X									X		

<sup>4</sup>Annual Secretary of the Board Report consists of State reporting on all spending.

<sup>5</sup>End of Year Report is a summary of Title programs; Final Expenditure Report is the final reporting of SWP and SPED.B spending for the prior fiscal year.

<sup>6</sup>DESE requires the SWP and Sped.B portions of the EMKS Budget to be submitted by July 1 and any revisions by April 30.

## **Ewing Marion Kauffman School**

For the twelve months ended June 30, 2022 (Preliminary Results)

### **Year-To-Date Balance Sheet Highlights**

- The cash balance of \$13.8M reflects the receipt of the third installment of the operating grant and student scholarship grant from EMKF in May 2022. The board development grant was also received in August 2021.
- The accounts receivable balance of \$0.7M consists of:
  - \$0.3M of ESSER2, Title, Special Education and SSO food service federal receivables. The balance will be received this Fall as part of the year-end DESE Final Expenditure Report reporting.
  - \$0.4M in receivables for the June KCPS MOU installment. The check was received and deposited in early July.
- The PP&E account has a marked increase as of June 30 and is a result of the capital projects previously approved including: replacing the basketball court, restocking carpet tile for the building, upgrading flooring in the multi-purpose room, renovating the locker room areas, and sidewalk repairs among other improvements.
- The accounts payable balance includes expenses incurred during the month for regular operations that are paid the following month.
  - The balance fluctuates monthly and is currently \$0.8M.
  - The majority of the balance relates to Cushman Wakefield (\$431k), Apple Bus (\$126k), Kander Consulting (\$60k), Fueled (\$31k), CDW (\$30k), among other items.
- The accrued salaries and expenses liability account reflects a temporary increase as of June 30 and is a function of the 7/15 payroll accrual recorded for the instructional staff. This is necessary as teaching contracts begin on 7/16 of each year and run through 7/15.

### **Year-To-Date Income Statement Highlights**

- Total revenues and expenses through June 30 are \$21.4M and \$18.5M, respectively, with the change in net assets currently \$2.9M favorable to the budget.
- Total revenues tracked \$1.3M favorable to budget.
  - State/Local revenues tracked \$0.4M favorable to budget due to DESE restoring funding this past Spring which offset Covid impacts.
  - Federal revenues were \$0.4M favorable and driven by the SSO meal program reimbursements.
  - Miscellaneous revenues tracked \$0.6M favorable to budget and were a function of increased KCPS MOU funds paid to the School.

## **Ewing Marion Kauffman School**

For the twelve months ended June 30, 2022 (Preliminary Results)

### **Year-To-Date Income Statement Highlights (continued)**

- Total expenses tracked \$2.9M favorable to budget.
  - The variance is driven by those factors previously outlined in prior reports including reduced salary/benefit spend driven by a lower staff count, lower transportation spend arising from increased route-sharing, efficiencies in food service planning and lower cleaning/maintenance costs than budget.
  - Supplies were an exception and tracked unfavorable to budget by a \$0.3M margin. Budget variances were not tied to one specific large purchase but instead varied across several supply categories. Supply categories with spend moderately unfavorable to budget included:
    - Student Chromebook repair and replacement
    - Teacher laptop repair and replacement
    - Teacher curriculum supply and textbook spend
    - Student uniform purchases
    - Software application purchases for College Access, Special Education, and Network teams.
    - Increased end-of-year student trip and graduation supply spend
- The School averaged 137 employees during the year though was budgeted to hire up to 148 FTEs.
- The average student enrollment for the year was approximately 1,055 and was budgeted to be 1,086 students.
- DESE standards require the fund balance (net asset balance excluding PP&E) to remain above 3% of year-end actual expenses.
  - The Board approved a resolution at the May 2022 board meeting to designate a total of \$5M in reserves.
    - The all-in reserve ratio is currently forecasted to be approximately 68% at year end.
    - The reserve ratio excluding the designated funds is currently forecasted to be approximately 40% and will be updated with the audited year-end results.

## **Ewing Marion Kauffman School**

For the twelve months ended June 30, 2022 (Preliminary Results)

### **Reporting and Compliance Highlights**

- The 2021/22 financial audit is underway with Daniel Jones & Associates managing the audit.
- The School received the full \$1.8M allocation of the ESSER2 program and followed all known guidelines.
  - Spending allocations were attributed to instructional staff (7 FTEs), admin staff (6 FTEs), new student Chromebooks, Chromebook repairs, and wifi access units for use at home by students.
- Note: EdOps is the current preparer of the monthly financials.

**EWING MARION KAUFFMAN SCHOOL, INC.**  
**STATEMENT OF ASSETS, LIABILITIES AND NET ASSETS**  
**JUNE 30, 2022 (Prelim Statement)**

	June 2022	June 2021
<b>ASSETS</b>		
Cash and cash equivalents	\$ 13,801,775	\$ 11,227,802
Accounts receivable, net	749,527	308,722
Prepaid expenses	135,205	259,928
Property and equipment, net	1,116,809	532,472
Total assets	\$ 15,803,315	\$ 12,328,923
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities:		
Accounts payable	\$ 826,810	\$ 239,772
Loan Payable	-	-
Basic formula advance	-	-
Accrued salaries and expenses	236,104	261,598
Total liabilities	\$ 1,062,915	\$ 501,370
Net Assets:		
Without donor restrictions	\$ 9,640,401	\$ 11,827,554
Designated by the Board for Facility/Capital Needs	3,000,000	-
Designated by the Board for Prospective Strategic Planning Initiatives	2,000,000	-
With donor restrictions	100,000	-
Total net assets	\$ 14,740,401	\$ 11,827,554
Total liabilities and net assets	\$ 15,803,315	\$ 12,328,923

No assurance is provided on these financial statements.  
Substantially all disclosures omitted.



**EWING MARION KAUFFMAN SCHOOL, INC**  
**STATEMENT OF REVENUES, EXPENSES AND CHANGE IN NET ASSETS**  
**FOR THE TWELVE MONTH PERIOD ENDED JUNE 30, 2022 (Prelim Statement)**

	WITHOUT DONOR RESTRICTIONS	WITH DONOR RESTRICTIONS	TOTAL	ANNUAL BUDGET	VARIANCE FAV (UNFAV)	ANNUAL FORECAST #2	BUDGET TO FC VARIANCE	PRIOR YEAR ACTUAL
<b>Revenues and Support:</b>								
State and local public funding	\$ 11,511,646	\$ -	\$ 11,511,646	\$ 11,142,013	\$ 369,633	\$ 10,752,225	\$ (389,788)	\$ 11,530,485
Federal funding	3,715,753	-	3,715,753	3,328,031	387,722	3,592,857	264,826	2,738,910
EMKF support:								
Operations grant	4,500,000	-	4,500,000	4,500,000	-	4,500,000	-	5,646,506
Student scholarship grant	250,000	-	250,000	250,000	-	250,000	-	-
Board development grant	-	100,000	100,000	100,000	-	100,000	-	-
Building lease	293,396	-	293,396	293,396	-	293,396	-	293,396
Professional development grant	-	-	-	-	-	-	-	-
Total EMKF support	\$ 5,043,396	\$ 100,000	\$ 5,143,396	\$ 5,143,396	\$ -	\$ 5,143,396	\$ -	\$ 5,939,902
Other revenue	1,039,473	-	1,039,473	484,815	554,658	415,000	(69,815)	2,395,116
Net assets released from restrictions	-	-	-	-	-	-	-	-
<b>Total revenues and support</b>	<b>\$ 21,310,268</b>	<b>\$ 100,000</b>	<b>\$ 21,410,268</b>	<b>\$ 20,098,255</b>	<b>\$ 1,312,013</b>	<b>\$ 19,903,478</b>	<b>\$ (194,777)</b>	<b>\$ 22,604,412</b>
<b>Expenses:</b>								
Salaries and benefits	\$ 10,534,160	\$ -	\$ 10,534,160	\$ 11,068,241	\$ 534,081	\$ 10,346,188	\$ 722,053	\$ 10,476,007
Professional and technical services	2,221,105	-	2,221,105	2,222,245	1,140	1,916,531	305,714	1,594,800
Property services	1,910,290	-	1,910,290	2,500,460	590,170	2,258,560	241,900	1,595,949
Transportation and travel	1,142,199	-	1,142,199	1,614,548	472,349	1,265,700	348,848	659,250
Food services	668,182	-	668,182	857,184	189,001	846,905	10,279	1,402,468
Communications	157,483	-	157,483	166,800	9,317	164,605	2,195	151,689
Supplies	1,397,688	-	1,397,688	1,087,131	(310,558)	1,020,941	66,190	665,640
Building lease	293,396	-	293,396	293,396	-	293,396	-	293,396
Depreciation	172,916	-	172,916	226,649	53,733	262,999	(36,350)	157,659
<b>Total expenses</b>	<b>\$ 18,497,421</b>	<b>\$ -</b>	<b>\$ 18,497,421</b>	<b>\$ 20,036,655</b>	<b>\$ 1,539,234</b>	<b>\$ 18,375,825</b>	<b>\$ 1,660,830</b>	<b>\$ 16,996,858</b>
<b>Change in Net Assets</b>	<b>\$ 2,812,847</b>	<b>\$ 100,000</b>	<b>\$ 2,912,847</b>	<b>\$ 61,600</b>	<b>\$ 2,851,247</b>	<b>\$ 1,527,653</b>	<b>\$ 1,466,053</b>	<b>\$ 5,607,554</b>
<b>Net Assets, beginning</b>	<b>\$ 11,827,554</b>	<b>\$ -</b>	<b>\$ 11,827,554</b>					
<b>Net Assets, ending</b>	<b>\$ 14,640,401</b>	<b>\$ 100,000</b>	<b>\$ 14,740,401</b>					

## **Ewing Marion Kauffman School**

For the twelve months ended June 30, 2022 (Preliminary Results)

### **Check Register Highlights**

#### By Vendor Report:

- Vendor: Grapevine Designs
  - Spend: \$11,259.50/Purpose: student shirts and banner
- Vendor: MAV Holding Co
  - Spend: \$4,716.98/Purpose: instructional software
- Vendor: Special Markets Insurance
  - Spend: \$10,190.99/Purpose: student accident insurance renewal

#### By Credit Card Report:

- A number of the non-recurring vendors in this month's report were for the student end-of-year trips, this included: Embassy Suites, CedarFair, Belmont Park, San Diego Zoo, B&D Skate Center, Board&Brew, Drury Plaza, Grand Lux, Jackson Stables, Loveland Lasertag, Mission Bay Aquatic Center, Ridgeline Hotel, River Roll Skate Center, San Diego Charter Co, Beachfire Guy, Rockin Baha Lobster, YMCA Estes Park, among others.
- Vendor: Cityfoods
  - Spend: \$8,409.50/Purpose: graduation venue
- Vendor: JAM Paper
  - Spend: \$12,806.38/Purpose: classroom supplies
- Vendor: Mongoose
  - Spend: \$7,200.00/Purpose: instructional software renewal
- Vendor: Parlor KC
  - Spend: \$8,519.75/Purpose: staff end-of-year event
- Vendor: PermissionClick
  - Spend: \$5,686.70/Purpose: instructional software renewal

**EMKS Check Register June 1 - June 30, 2022 - By Date**

The following list includes all payments (ACH, Checks, Wires and any items paid via Petty Cash) from the period mentioned above. Differences from the monthly subtotals and the income statement are due to the School using the accrual based method of accounting.

For reference, all auto-debits utilize a 10 to 11 digit code, all other items are paid via check or ACH.

\* See separate vendor detail of credit card payments from the period mentioned above.

Month	Check Date	Check Number	Check Type	Entity Name	Check Amount
June	6/1/2022	22151004659512	ACH	Alice Solitto Reimb	43.03
June	6/1/2022	22151004659512	ACH	Micah Daniel Reimb	295.43
June	06/03/2022	5045	Check	Busco, Inc.	25,386.00
June	06/03/2022	5046	Check	Johanna Laxton	125.00
June	06/03/2022	5047	Check	Cheronda Mathews	1,250.00
June	06/03/2022	5048	Check	Overgrad Inc	3,624.01
June	06/03/2022	5049	Check	WHC KCT, LLC (ZTRIP)	21,557.55
June	06/03/2022	5067	Check	Cheronda Mathews	1,250.00
June	06/03/2022	5176	Check	WHC KCT, LLC (ZTRIP)	21,557.55
June	06/03/2022	13350	ACH	COMMERCE BANK	149,596.12 *
June	06/03/2022	13351	ACH	Corporate Travel Management North America, Inc	246.00
June	06/03/2022	13352	ACH	Dana Coleman Consulting LLC	3,193.75
June	06/03/2022	13353	ACH	Education Business Solutions Inc	12,360.00
June	06/03/2022	13354	ACH	Fidelity Workplace Investing LLC	17,370.43
June	06/03/2022	13355	ACH	Fidelity Workplace Investing LLC	4,258.98
June	06/03/2022	13356	ACH	Jaymie Huffman	4,143.75
June	06/03/2022	13357	ACH	Madison Smith	375.00
June	06/03/2022	13358	ACH	Weiss Staffing Solutions LLC	790.34
June	06/03/2022	13359	ACH	Danielle Yeager	2,880.00
June	06/03/2022	13360	ACH	Yellow Dog Networks, Inc.	2,828.00
June	06/03/2022	13361	ACH	American Food and Vending Corp.	12,125.32
June	06/06/2022	22157006975061	ACH	Jay Marshall Reimb	149.21
June	06/07/2022	22157007646852	ACH	FSA Tristar Reimbursement	265.38
June	06/09/2022	5050	Check	Blitt and Gaines PC	384.36
June	06/09/2022	5051	Check	Busco, Inc.	5,680.00
June	06/09/2022	5052	Check	California State Disbursement Unit	235.00
June	06/09/2022	5053	Check	Gamache & Myers PC	72.67
June	06/09/2022	5054	Check	The Guardian Life Insurance Co	10,266.92
June	06/09/2022	5055	Check	Jostens Inc	325.64
June	06/09/2022	5056	Check	Johanna Laxton	375.00
June	06/09/2022	5057	Check	Show Me KC Schools	3,600.00
June	06/09/2022	5058	Check	Special Markets Insurance Consultants Inc	10,190.99
June	06/09/2022	13362	ACH	COMMERCE BANK	61,428.29 *
June	06/09/2022	13363	ACH	sipVine, Inc.	598.50
June	06/09/2022	13364	ACH	United Healthcare Insurance Company	109,567.91
June	06/09/2022	13365	ACH	Apple Bus Company	106,865.62
June	06/10/2022	22160009888492	ACH	Isha Isme Reimb	264.35
June	06/13/2022	22164000445565	ACH	Amber Hurd Reimb	84.76
June	06/13/2022	22164000445565	ACH	Lyndsey Yates Reimb	92.75
June	06/14/2022	22164001050118	ACH	FSA Tristar Reimbursement	752.72
June	06/15/2022	22166002289785	ACH	6/15 Payroll	270,948.85
June	06/15/2022	22166002149476	ACH	6/15 Payroll Taxes	68,666.09
June	06/16/2022	5059	Check	Dayurnveance Adams	1,050.00
June	06/16/2022	5060	Check	CDW LLC	9,073.54
June	06/16/2022	5061	Check	JourneyEd.com, Inc.	2,450.00
June	06/16/2022	5062	Check	KC Premier Services LLC	1,098.75
June	06/16/2022	5063	Check	Seth Kopald	240.00
June	06/16/2022	5064	Check	MAV Holding Corporation	4,716.98
June	06/16/2022	5065	Check	Spanish Language Resources, Inc.	1,185.60
June	06/16/2022	5066	Check	BSN Sports LLC	6,910.99
June	06/16/2022	13526	ACH	COMMERCE BANK	27,426.13 *
June	06/16/2022	13527	ACH	Fidelity Workplace Investing LLC	17,539.67
June	06/16/2022	13528	ACH	Fidelity Workplace Investing LLC	4,133.98
June	06/16/2022	13529	ACH	Weiss Staffing Solutions LLC	764.85
June	06/16/2022	13530	ACH	Cushman & Wakefield U.S., Inc	223,812.11
June	06/16/2022	13531	ACH	Donald Delphia	845.00
June	06/17/2022	22167003478931	ACH	Deronne Wilson Reimb	206.26
June	06/17/2022	22167003478931	ACH	Macey Rose Reimb	643.00
June	06/17/2022	22168003609921	ACH	6/15 Payroll Taxes	17,255.50
June	06/21/2022	22172004153419	ACH	FSA Tristar Reimbursement	380.37
June	06/27/2022	5087	Check	Grapevine Designs, LLC	11,259.50
June	06/27/2022	5088	Check	Cody Griffin	810.00
June	06/27/2022	5089	Check	Jostens Inc	122.75
June	06/27/2022	5090	Check	Research to Practice Inc	1,716.00
June	06/27/2022	5091	Check	WHC KCT, LLC (ZTRIP)	9,865.60
June	06/27/2022	13823	ACH	COMMERCE BANK	39,635.71 *
June	06/27/2022	22175007145118	ACH	Tristar FSA Admin Fee	55.25
June	06/27/2022	13824	ACH	Dana Coleman Consulting LLC	2,012.50
June	06/28/2022	22178008163412	ACH	Elizabeth Edmonds Reimb	9.77
June	06/28/2022	22178008163412	ACH	Jules Fox Reimb	44.30
June	06/28/2022	22178007952769	ACH	FSA Tristar Reimbursement	1,826.06

June	06/30/2022	22181009931722	ACH	6/30 Payroll	362,042.38
June	06/30/2022	22180009185163	ACH	6/30 Payroll Taxes	95,561.41
June	06/30/2022	22181010176197	ACH	6/30 Payroll Taxes	287.55
<b>Grand Total</b>					<b>\$ 1,781,052.78</b>

**EMKS Check Register June 1 - June 30, 2022 - By Vendor**

The following list includes all payments (ACH, Checks, Wires and any items paid via Petty Cash) from the period mentioned above. Differences from the monthly subtotals and the income statement are due to the School using the accrual based method of accounting.

\* See separate vendor detail of credit card payments from the period mentioned above.

Payee	\$	Amount
6/15 Payroll	\$	270,948.85
6/15 Payroll Taxes	\$	85,921.59
6/30 Payroll	\$	362,042.38
6/30 Payroll Taxes	\$	95,848.96
Alice Solitto Reimb	\$	43.03
Amber Hurd Reimb	\$	84.76
American Food and Vending Corp.	\$	12,125.32
Apple Bus Company	\$	106,865.62
Blitt and Gaines PC	\$	384.36
BSN Sports LLC	\$	6,910.99
Busco, Inc.	\$	31,066.00
California State Disbursement Unit	\$	235.00
CDW LLC	\$	9,073.54
Cheronda Mathews	\$	2,500.00
Cody Griffin	\$	810.00
COMMERCE BANK	\$	278,086.25 *
Corporate Travel Management North America, Inc	\$	246.00
Cushman & Wakefield U.S., Inc	\$	223,812.11
Dana Coleman Consulting LLC	\$	5,206.25
Danielle Yeager	\$	2,880.00
Dayumveance Adams	\$	1,050.00
Deronne Wilson Reimb	\$	206.26
Donald Delphia	\$	845.00
Education Business Solutions Inc	\$	12,360.00
Elizabeth Edmonds Reimb	\$	9.77
Fidelity Workplace Investing LLC	\$	43,303.06
FSA Tristar Reimbursement	\$	3,224.53
Gamache & Myers PC	\$	72.67
Grapevine Designs, LLC	\$	11,259.50
Isha Isme Reimb	\$	264.35
Jay Marshall Reimb	\$	149.21
Jaymie Huffman	\$	4,143.75
Johanna Laxton	\$	500.00
Jostens Inc	\$	448.39
JourneyEd.com, Inc.	\$	2,450.00
Jules Fox Reimb	\$	44.30
KC Premier Services LLC	\$	1,098.75
Lyndsey Yates Reimb	\$	92.75
Macey Rose Reimb	\$	643.00
Madison Smith	\$	375.00
MAV Holding Corporation	\$	4,716.98
Micah Daniel Reimb	\$	295.43
Overgrad Inc	\$	3,624.01
Research to Practice Inc	\$	1,716.00
Seth Kopald	\$	240.00
Show Me KC Schools	\$	3,600.00
sipVine, Inc.	\$	598.50
Spanish Language Resources, Inc.	\$	1,185.60
Special Markets Insurance Consultants Inc	\$	10,190.99
The Guardian Life Insurance Co	\$	10,266.92
Tristar FSA Admin Fee	\$	55.25
United Healthcare Insurance Company	\$	109,567.91
Weiss Staffing Solutions LLC	\$	1,555.19
WHC KCT, LLC (ZTRIP)	\$	52,980.70
Yellow Dog Networks, Inc.	\$	2,828.00
<b>Grand Total</b>	<b>\$</b>	<b>1,781,052.78</b>

**EMKS Check Register June 1 - June 30, 2022 - By Credit Card**

The following list includes the vendor detail for the Commerce Bank credit card purchases made in the time frame mentioned above.

Payee	Amount
810VARSITY	\$ 407.81
AC MARRIOTT KC WPORT	\$ 211.85
ADOBE SYSTEMS	\$ 49.98
ALLIANZ TRAVEL INS	\$ 19.85
ALOFT NEW YORK LAGUARDIA	\$ 806.82
AMAZON	\$ 15,499.30
AMERICAN AIRLINES	\$ 732.72
ANDERSONS PROM	\$ 209.54
APPLE INC	\$ 99.00
APPSHEET	\$ 54.00
AVIS BUDGET	\$ 1,093.51
B AND D SOUTH SKATE CENTER	\$ 292.00
BABA'S PANTRY	\$ 17.05
BAMBOOHR	\$ 1,393.03
BARNES AND NOBLE	\$ 59.80
BELMONT PARK	\$ 3,516.00
BIG WHISKEYS AMERICAN	\$ 320.30
BOARD AND BREW	\$ 914.53
BROOKSIDE BARRIO	\$ 522.13
BROOKSIDER GRILL	\$ 91.17
CAKEABOO	\$ 459.78
CANVA INC	\$ 12.99
CDW LLC	\$ 17,883.60
CEDAR FAIR	\$ 3,259.20
CHARLIE HOOPERS	\$ 242.24
CHICKFILA	\$ 262.46
CHIPOTLE0	\$ 856.64
CICI'S PIZZA	\$ 405.00
CITYFOODS	\$ 8,409.50
CLASSY CHOCOLATE	\$ 225.00
CLOUDFLARE	\$ 5.00
CONCUR	\$ 1,254.66
CONSOLIDATED COMMUNICATIONS	\$ 3,350.82
CREATIVE	\$ 592.25
CREATIVE CARNIVALS	\$ 1,215.40
CROWN AWARDS INC	\$ 170.27
CRUMBL	\$ 29.41
CUSTOM MTG PLANNERS	\$ 150.00
DAVE & BUSTER'S, INC.	\$ (374.66)
DELTA AIRLINES	\$ 2.40
DICK'S SPORTING GOODS	\$ 68.06
DISTRICT MARKET	\$ 5.16
Dollar Tree, Inc.	\$ 218.19
DOMINO'S	\$ 123.16
DOORDASH	\$ 230.43
DOS CAMINOS MP	\$ 77.32
DRURY PLAZA ST LOUIS	\$ 4,464.76
EILEEN'S COLOSSAL COOKIES	\$ 110.32
EINSTEIN BROS	\$ 1,769.86
EMBASSY SUITES	\$ 28,528.51
EVERMAP COMPANY LLC	\$ 99.00
EXPEDIA INC	\$ 381.07
EXTRA VIRGIN	\$ 195.32
FACEBOOK	\$ 150.39
FEMA FLOOD PREMIUM	\$ 3,239.00
GOLDEN CORRAL	\$ 274.70
GRAND LUX CAFE CHICAGO	\$ 3,335.26
GRAPEVINE	\$ 106.26
GREEN LEAFS	\$ 17.09
HAMPTON INN	\$ 1,315.02
HOLIDAY INN HOUSTON	\$ 308.88

HOTELSCOM	\$	961.41
IDEALIST.ORG	\$	210.00
IDEMIA LLC	\$	575.50
IFS INSTITUTE, INC	\$	3,600.00
IN *BERSERK ATHLETICS	\$	252.00
IN *LC3 ENTERTAINMENT LLC	\$	701.32
IN *STEPHEN'S COURIER SER	\$	407.38
INDEED	\$	1,079.12
INFINITY TRANSPORTATION	\$	948.10
INSOMNIA COOKIES - KAN	\$	71.82
INSTACART	\$	42.90
JACKSON STABLES INC	\$	3,720.00
JAMPAPER	\$	12,806.38
JAZZ - A LOUISIANA KITCHEN	\$	63.80
JIMMY JOHNS	\$	4,143.98
JOSTENS	\$	252.23
JRIEGER CO	\$	6,038.23
KANSAS CITY PREMIERE	\$	485.00
KCI AIRPORT	\$	10.00
LAMARS DONUTS	\$	279.83
LONDON WINGERSON	\$	590.00
LEVEL UP ENTERTAINMENT	\$	67.17
LINKEDINC	\$	259.94
LOVELAND LASER TAG	\$	2,232.32
LYFT	\$	359.23
MADE TAYLOR	\$	3,640.00
MADEINKC	\$	128.95
MARSH'S SUNFRESH	\$	26.19
MINO BRASSERIE	\$	53.64
MISSION BAY AQUATIC CTR	\$	1,920.00
MISSOURI COTTON EXCHANGE	\$	214.00
MISSOURI STATE HIGH SCHOOL ASSOC	\$	833.00
MIXX	\$	30.20
MO SEC OF STATE	\$	26.25
MO SOUTHERN UNI	\$	150.00
MONGOOSE	\$	7,200.00
MSI CHICAGO	\$	756.00
MTA*MNR ETIX TICKET	\$	13.50
NANCY L. MORGAN, PHD	\$	840.00
NONPROFIT CONNECT	\$	280.00
NYTIMES	\$	28.00
OFFICE DEPOT	\$	592.86
PAPA JOHNS	\$	559.82
PAPAJ OHNS	\$	86.35
PARLOR KC	\$	8,519.75
PEARSON ED	\$	175.95
PERMISSIONCLICK.COM	\$	5,686.70
PHILLIPS 66 - SPEEDY MART	\$	151.48
PIZZAHUT	\$	237.20
PRICECHOPPER	\$	141.77
PTI*CRIME TOUR	\$	396.00
QUIKTRIP	\$	506.00
REDDOOR KC	\$	97.55
RELAY GSE	\$	25.00
RIDGELINE HOTEL	\$	8,161.16
RIVER ROLL SKATE CENTER	\$	560.00
ROASTERIE	\$	11.78
SAMSCLUB	\$	339.16
SAMSCLUB.COM	\$	145.06
SAN DIEGO CHARTER INC	\$	18,128.00
SAN DIEGO PIER CAFE	\$	2,485.81
SAN DIEGO ZOO	\$	6,000.00
SCREENCAST	\$	49.00
SCRIPPS MEDIA INC	\$	6,589.80
SD ZOO STORE	\$	36.53
SEATGEEK	\$	132.00
SHAKESPEARES PIZZA	\$	109.16

SHERATON COUNTRY CLUB PLA	\$	1,663.00
SMOKEY LLC	\$	6.00
SNARFS	\$	1,134.49
SOURCEPOINT	\$	1,400.60
SOUTHWEST AIRLINES	\$	3,220.84
SPIN PIZZA	\$	25.92
Spotify USA	\$	15.99
SQ *BEACH FIRE GUY	\$	2,105.36
SQ *BETTY RAE'S ICE CREAM	\$	296.25
SQ *JADABAY'S TASTY KITCHEN	\$	1,200.00
STARBUCKS	\$	26.68
STEVE FLORAL	\$	70.67
SUBWAY	\$	1,523.68
TARGET	\$	218.85
TEXAS ROADHOUSE #2290	\$	250.69
THE BOWERY BAY SHOPS	\$	8.04
TICOPROLLC	\$	1,617.38
TMOBILEINC	\$	10,960.00
TMS*KC GLOBAL LIMOUSIN	\$	85.00
TOBLERS FLOWERS	\$	330.95
TRAVELODGE JEFFERSON	\$	633.78
TST* CAFFETTERIA CONCEPTS	\$	142.45
TST* McLains Bakery	\$	289.50
TST* ROCKIN BAJA LOBSTER	\$	3,528.64
TST* SUMMIT GRILL - WALDO	\$	258.39
TST* The Westside Local	\$	138.09
UBER	\$	418.24
UMKC	\$	818.10
UNBAKERY	\$	32.70
UNCOMMON	\$	108.14
UNITED AIRLINES	\$	1,292.15
UNIV OF ARKANSAS	\$	175.00
UNIVERSITY OF MISSOURI	\$	334.26
URBAN AIR CO	\$	1,235.92
URBAN CAFE KC	\$	486.89
USPS	\$	35.90
VERIZON	\$	4,046.16
WALDO PIZZA	\$	1,970.20
WALMART	\$	1,367.78
WWW.SDCOASTKEEPER.ORG	\$	1,841.00
WWW.WESTVILLENYC.COM	\$	49.54
WWW.WEVIDEO.COM	\$	95.88
WYNDHAM HOTELS	\$	167.16
YMCA-ESTES PARK CNTR	\$	10,409.00
<b>Total</b>	<b>\$</b>	<b>281,996.65</b>
Commerce Credit Card Statement Net Rebate	\$	(3,910.40)
<b>Grand Total</b>	<b>\$</b>	<b>278,086.25</b>



# Authentic Leaders (Kander) Overview

## Overview of Program

- Website: <https://www.authenticleaders.com/>
- Authentic Leaders (led by Tom Kaiser and Kevin Anderle) is the organization that runs the Leadership Intensive Trainings
  - Tom Kaiser was previously Chief Talent Officer and Kevin was Superintendent at Achievement First
- The Leadership Intensive Trainings are simulation-based experiences based on real-life scenarios. Professional actors play roles in each simulation to create an authentic experience.
- Simulations provide the space for participants to try anything they want when it comes to exploring their most authentic self — with no risk.
- Rather than traditional role-plays, Authentic Leaders facilitates a three-dimensional experience where participants interact with characters over a series of days to test something new, take a pause and come back to try again.

## How the Intensive Works

### How Our Intensive Works

An overview of the simulation

Step One

#### Pre-Intensive Discussion

Before your intensive date, we will talk one-on-one to answer your questions and learn more about you and your experience as a leader. Together, we can build out a sense of what opportunities might be there for you to explore in the intensive.

Step Two

#### Immersion

Once you arrive and are briefed on the scenario, you will have the opportunity to be the leader of our group of actors. Each actor is specifically trained to give improvised, "in-character" reactions to your leadership style.

**This is your moment to take risks** and try things you normally wouldn't in your organization. *Everything is judgement-free and confidential.*

Step Three

### Observation

In between your leadership practice, you will be able to stay deeply involved in the simulation by observing and experiencing the leadership of your fellow participants.

Step Four

### Cohort Debriefs

Throughout the simulation, we will take pauses to discuss what came up for you while leading and allow you to hear how others experienced your leadership. Our facilitator will help you explore options for trying something new — and send you back into the experience to try again.

Step Five

### Post-Intensive Follow Up

After your intensive experience, the facilitator will follow up to learn about how you're doing after the intensive and support further processing. For team intensives, we can customize a follow-up experience that makes sense for you and your team.

## Data & Testimonials

- Link to video testimonials from participants on the Authentic Leaders Website: <https://www.authenticleaders.com/experience>
- 100% of EMKS Leadership Intensives participants (28 leaders as of 8.2.22) would recommend this experience to others
- Quotes / Testimonials from Kauffman School Staff participants
  - It forced me to confront how I am really feeling -- about myself, my role, our organization, my team. There are thoughts in my head and feelings in my heart that are preventing me from getting to real growth, and the intensive helped me to identify some things that are getting in my way.
  - Immediately after our first intensive, I definitely felt like I and our team had experienced something powerful, but what was most impactful was what happened in the next six months. Our team had a new understanding of authentic vs. performative leadership, felt comfortable calling out subtext when we heard it, and shifted to asking and being invested in how team members were feeling. The intensive gave us the tools to engage as humans which has made us better colleagues and better leaders. I've found myself engaging with my team differently. I've asked, "How does good FEEL to you" when someone has told me they're good or fine or OK. I feel myself listening differently.
  - I've often described the intensive as transformational, in part because of the in-the-moment experience and learning but also because of the long-term impact it has on the way we experience and work with one another. I

can truly say I've already experienced this post-intensive impact. Multiple colleagues have named, "I think that is your 6 ego voice talking," and it has allowed me to really process and reflect differently on my leadership.

- I was really happy to participate in the intensive - I think the structure is really effective to make sure that you learn both when you are leading and observing.
- I'm feeling grateful for the intensive. I felt like Tom's demeanor and facilitation was very supportive for our team. I appreciated being put into scenarios that uniquely pressed me to grow and reflect on ways I carry myself and interact. I was also thankful for the team to have had time to reflect and share where we were at in relation to one another. I felt the actors and scenarios were great jumping off points for my own growth as a leader - and that the time in reflection was well-balanced with the time spent in implementation.
- I think the intensive opened me up to reflecting on myself with a different degree of honesty than I'm used to. I realized there are feelings and mindsets and ego stories that have either been suppressed or living as subtext for long periods of time - and certainly have been impacting my leadership. I feel more able to be present with my emotions and others' as a result of the intensive.
- I really enjoyed it and was grateful for the opportunity to do that level of reflection. I thought that engaging in the simulation was a really innovative way to give us as leaders a safe space to explore how to be more authentic leaders and how to be more emotionally engaged with our people. I also liked the way we went back and forth between the simulation and reflecting on dynamics within our own team.
- You all are truly inspiring. I texted Tom last night that the experiences you all have created for people are just phenomenal and life-changing. I am so glad to have found them.

### **Funding Approval Needed**

- Spending at the end of the 21/22 school year put us over the \$100K mark – we spent \$149K on 5 separate intensives during the 21/22 school year, with 3 of those coming in the last month of the fiscal year
  - **Board action:** Board approval of vendor spend >\$100k for Kander Consulting for 21/22 school year (approximate spend of \$149k for year).
- Currently projected spending for the 22/23 school year is \$115K for Kander Consulting – 3 separate intensives. one for our senior leadership team, one for our Network Team, and one for our full staff.
  - **Board action:** Board approval of vendor spend >\$100k for Kander Consulting for 22/23 school year (current est spend of \$115k).
- Note: 22/23 spending may increase if the school decides to schedule additional intensives during spring semester. But, as the board approval requirement is triggered by any expense over \$100k during a single budget year, Board approval of any additional intensives would be required.

## SERVICES AGREEMENT

This Services Agreement (the "Agreement") dated May 3, 2021 (the "Effective Date") states the terms and conditions governing the agreement between Kander Consulting LLC (doing business as Authentic Leaders), having its principal place of business at 326 Bond Street, #2R, Brooklyn, New York 11231 (the "Company"), and Ewing Marion Kauffman School (the "Client").

### RECITALS

**WHEREAS**, the Company offers its Authentic Leaders Intensive™ program (the "Intensive"), a leadership coaching and training program to organizations for employee training (the "Training Services"); and

**WHEREAS**, the Client desires to obtain the Training Services for its employees, officers, or contractors ("Participants"; each, a "Participant"); and

**WHEREAS**, the Company has agreed to provide the Training Services and the Client has agreed to contract for the Training on the terms set forth in the Annex hereto, which is incorporated by reference and a part of this Agreement (the "Annex"); and

**NOW, THEREFORE**, according to the terms and conditions herein, the Company and the Client (the "Parties"; each, a "Party") agree as follows:

### PROVISIONS

1. **Description of the Training Services.** The Training Services are described in the Annex hereto.
2. **Term.** This Agreement shall commence on the Effective Date and end on the date the Intensive program is completed.
3. **Training Date Changes and Cancellation Policy.**
  - (a) The Company may cancel training at no charge to the Client or change the date or time of training to a mutually agreeable date/time with the Client with thirty (30) days' advance notice to the Client.
  - (b) If the Client wishes to change the training date set in the contract, the Client can do so without incurring a fee if it informs the Company at least sixty (60) days in advance of the scheduled commencement date. If the Client wishes to change the training date set in the contract less than sixty (60) days from the date of the training, then the Client will be charged twenty percent (20%) of the total contract fee.
  - (c) If the Client wishes to cancel the training date set in the contract, it must inform the Company at least sixty (60) days in advance, and the Company shall charge the Client twenty percent (20%) of the total contract fee.
  - (d) If the Client wishes to cancel the training date set in the contract on less than sixty (60) days of the date of the training, then the Company shall charge the Client fifty percent (50%) of the total contract fee.
4. **Confidentiality.** The Parties agree to hold each other's Confidential Information in strict confidence and shall treat it with the same standard of care as for its own confidential information, but in no event less than a reasonable standard of care. "Confidential Information"

shall include, but is not limited to, written or oral contracts, trade secrets, know-how, business methods, business policies, memoranda, reports, records, computer retained information, notes, or financial information. Confidential Information shall not include any information which: (i) is or becomes generally known to the public by any means other than a breach of the obligations of the receiving Party; (ii) was previously known to the receiving Party or rightly received by the receiving Party from a third party with no obligation of confidentiality to the disclosing Party; (iii) is independently developed by the receiving Party; or (iv) is subject to disclosure under court order or other lawful process. The Parties agree not to make each other's Confidential Information available in any form to any third party or to use each other's Confidential Information for any purpose other than as specified in this Agreement. Each Party's Confidential Information shall remain the sole and exclusive property of that Party. Each Party agrees that it shall be liable to the other Party for the breach of this Section by its officers, directors, employees, agents, and affiliates as if it had committed the breach.

5. **Company's Intellectual Property.** The "Authentic Leadership Intensive™, Intensive character descriptions, context sheets, scripts, any materials issued by the Company and used over the course of the Intensive, all inventions, copyrights, trademarks, patents, inventions, discoveries, concepts, materials and ideas, whether or not patentable, including, but not limited to, all processes, methods, formulas, products, services and techniques, as well as improvements thereof and know-how related thereto, that are made or conceived by the Actor during the term of this Agreement or with the use or assistance of the Company's facilities, materials, information, or personnel, and its Confidential Information ("Intellectual Property") are property of the Company, and the Company has the exclusive rights, title, and interest to the Intellectual Property.
6. **Representation and Warranties.** Each Party represents and warrants to the other that it has full power and authority to execute and deliver this Agreement, and to perform its obligations hereunder. This Agreement constitutes valid and legally binding obligations enforceable against each of the Parties and its successors in accordance with its terms.
7. **Limitation of Liability.** In no event shall the Company be liable to the Client for any special, punitive, incidental, indirect, or consequential damages of any kind in connection with this Agreement.
8. **Indemnification.** Client shall indemnify, defend, and hold the Company and its subsidiaries, affiliates, sub-contractors, officers, agents, co-branders, and employees harmless from any and all claims, damages, liabilities, costs, and expenses (including, but not limited to, reasonable attorneys' fees and all related costs and expenses) arising from or in any way relating to (a) its willful misconduct or gross negligence in performing its obligations under this Agreement, or (b) liability, whether through litigation or otherwise, resulting from Injury to a Participant.
9. **Additional Waiver of Liability.** In conducting the Intensive, the Company places participants into highly realistic, elaborate, and extended "real life" scenarios designed to reflect difficult and challenging situations. In consideration of participation in the Intensive, the Client, for itself, its affiliates, Participants, and their respective successors, assigns, heirs, estate, survivors, and next of kin, hereby release, waive, discharge, and covenant not to sue Company, its affiliates, officers, directors, employees, agents, or subcontractors, for mental, emotional, psychological injury including, but not limited to, intentional or negligent infliction of emotional distress, personal

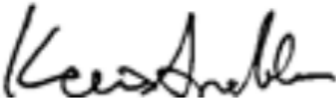
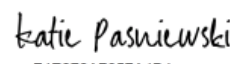
injury or death or any other causes of action (“Injury”), in law or equity, arising out of undersigned’s participation in the Intensive. Client intends this waiver and release of legal claims to be as broad and comprehensive as state and federal and/or other law shall allow. The terms of this legal waiver and release does not waive any claim that the Company cannot legally waive under applicable law. This waiver shall be governed by the laws of New York without regard to conflict of laws principles and to the extent not preempted by federal law.

10. **Non-Circumvention.** Client agrees for itself, its affiliates, officers, directors, agents, and employees, that it shall not take or fail to take any action if such action or failure would reasonably be expected to have the effect of prohibiting or otherwise failing to perform in good faith the Client’s obligations under this Agreement.
11. **Governing Law and Dispute Resolution.** The validity, interpretation, construction, and performance of this Agreement will be governed by and construed in accordance with the laws of the State of New York, without regard to conflicts of laws principles. Any action or proceeding arising under this Agreement may only be brought in the federal or state courts in Kings County, New York. Both Parties hereby consent to the exercise of personal jurisdiction by such courts with respect to any such proceeding.
12. **Force Majeure.** Performance by either Party under this Agreement is excused during the period such performance is prevented or delayed by government restrictions (whether with or without valid jurisdiction), war or warlike activity, insurrection or civil disorder, pandemic, or any other causes similar or dissimilar to the foregoing that are beyond the control of either Party and are not foreseeable at the time this Agreement is executed.
13. **Assignability and Parties of Interest.** Client agrees and understands that, unless otherwise specified in this Agreement, Client is not contracting for a personal service that will be performed by any specific trainer, facilitator, or coach. Company may assign any trainer, facilitator, or coach associated with the Company to perform its duties under this Agreement. All trainers, facilitators, and coaches will be capable and competent to perform the services in an appropriate manner. Either Party may assign this Agreement.
14. **Severability.** If any provision of this Agreement is determined to be invalid or unenforceable, the invalidity or unenforceability thereof will not affect the remaining provisions of this agreement, which will nevertheless remain in full force and effect.
15. **Entire Agreement.** This Agreement contains the entire understanding among the Parties hereto with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements, understandings, inducements and conditions, express or implied, oral or written, of any nature whatsoever with respect to the subject matter hereof.
16. **Remedies; Injunctive Relief.** The Client acknowledges and agrees that the Company’s remedy at law for a breach or threatened breach of this Agreement by the Client of any of the provisions of Sections 3, 4, and 9 of this Agreement, would be inadequate it is agreed that in addition to any and all remedies at law, the Company shall be entitled to equitable relief in the form of specific performance, preliminary and permanent injunction, temporary restraining order and any other equitable remedy which may then be available without posting a bond or other surety. The Client acknowledges that the granting of a temporary restraining order, preliminary injunction or permanent injunction merely prohibiting the use of trade secrets and like proprietary information

would not be an adequate remedy upon breach or threatened breach and consequently agrees upon any such breach or threatened breach not to oppose the granting of injunctive relief. Nothing herein contained shall be construed as prohibiting the Company from pursuing any other remedies available to it, at law or in equity, for such breach or threatened breach. Client agrees that if a court of competent jurisdiction determines that Client has willfully breached this Agreement Client shall reimburse Company for all costs related to obtaining such ruling, including reasonable attorneys' fees.

17. **Headings.** Headings in this Agreement are for convenience of reference only and shall not limit or otherwise affect the meaning hereof.
18. **Counterparts.** This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same agreement.
19. **Survival.** All provisions of this Agreement that may reasonably be interpreted or construed as surviving termination of this Agreement will survive such termination.

**IN WITNESS WHEREOF**, each of the Parties has executed this Agreement by its duly authorized representative, as of the Effective Date.

<b>Kander Consulting LLC d/b/a Authentic Leaders</b>	<b>Ewing Marion Kauffman School</b>
	<p>DocuSigned by:    <small>F4E272A7657A4B4...</small></p>
By: Kevin Anderle	By: <del>Harina Lofthus</del> Katie Pasniewski Pasniewski
Title: Co-Founder	Title: <b>CBO</b> Chief Operating Officer

5/10/2021

## 2021-2022 Spending

Transaction Date: 04/21/2022							2,400.00	.00			
Invoice Number: INV 1026							2,400.00	.00			
Invoice	04/21/2022	INV 1026					2,400.00	.00	10 2219 6319 1910 1 40001	Leadership Development	12878
Transaction Date: 03/31/2022							50,000.00	.00			
Invoice Number: INV 1020							50,000.00	.00			
Invoice	03/31/2022	INV 1020					50,000.00	.00	10 2219 6319 1910 1 40001	Authentic Leaders (4 day Team Intensive)	12571
Transaction Date: 03/22/2022							4,000.00	.00			
Invoice Number: INV 1016							4,000.00	.00			
Invoice	03/22/2022	INV 1016					4,000.00	.00	10 2219 6319 1910 1 40001	Leadership & Longevity (2 day Intensive)	12411
Transaction Date: 11/17/2021							32,250.00	32,250.00			
Invoice Number: INV 11042021-KAN-INV							32,250.00	32,250.00			
Invoice	11/17/2021	INV 11042021-KAN-INV					32,250.00	32,250.00	10 2219 6319 1910 1 40001	3-Day Authentic Leaders Intensive	10753

### Annex to Services Agreement

Pursuant to the Services Agreement Between Kander Consulting LLC (“Company”) and Ewing Marion Kauffman School (“Client”) dated March 11, 2022, this Annex describes the Training Services and the fees Client is required to pay for the Training Services. Capitalized terms undefined herein have the meanings assigned in the Services Agreement.

#### Training Services

The Company agrees to provide the following Training Services to the Client: a total of two, 3-day virtual Intensive programs for the staff members of the Client’s organization, to be held on June 8-10, 2022 and June 13-15, 2022. The Company shall also provide the following follow-up coaching services: a ninety (90) minute team step-back and a sixty (60) minute individual coaching session with the team leader for each intensive. All follow-up coaching services are to be used up to three (3) months after the last day of the Intensive.

#### Fees

The Client shall pay the Company a total price of **\$60,000**, reflecting each 3-day Intensive’s \$30,000 base rate. This price reflects an intensive for up to 8 staff members. Each additional participant beyond 8 participants may be added at the price of \$2000 per additional participant.

The Company shall invoice the Client on May 8, 2022 and invoices shall be paid in full within 30 days of invoice date.



**SERVICES AGREEMENT**

This Services Agreement (the "Agreement") dated **May 12, 2022** (the "Effective Date") states the terms and conditions governing the agreement between Kander Consulting LLC (doing business as Authentic Leaders), having its principal place of business at 3808 Avenue D, Brooklyn, NY 11203 (the "Company"), and **Ewing Marion Kauffman School** (the "Client").

**RECITALS**

**WHEREAS**, the Company offers its Authentic Leaders Intensive™ program (the "Intensive"), a leadership coaching and training program to organizations for employee training (the "Training Services"); and

**WHEREAS**, the Client desires to obtain the Training Services for its employees, officers, or contractors ("Participants"; each, a "Participant"); and

**WHEREAS**, the Company has agreed to provide the Training Services and the Client has agreed to contract for the Training on the terms set forth in the Annex hereto, which is incorporated by reference and a part of this Agreement (the "Annex"); and

**NOW, THEREFORE**, according to the terms and conditions herein, the Company and the Client (the "Parties"; each, a "Party") agree as follows:

**PROVISIONS**

1. **Description of the Training Services.** The Training Services are described in the Annex hereto.
2. **Term.** This Agreement shall commence on the Effective Date and end on the date the Intensive program is completed.
3. **Training Date Changes and Cancellation Policy.**
  - (a) The Company may cancel training at no charge to the Client or change the date or time of training to a mutually agreeable date/time with the Client with thirty (30) days' advance notice to the Client.
  - (b) If the Client wishes to change the training date set in the contract, the Client can do so without incurring a fee if it informs the Company at least sixty (60) days in advance of the scheduled commencement date. If the Client wishes to change the training date set in the contract less than sixty (60) days from the date of the training, then the Client will be charged twenty percent (20%) of the total contract fee.
  - (c) If the Client wishes to cancel the training date set in the contract, it must inform the Company at least sixty (60) days in advance, and the Company shall charge the Client twenty percent (20%) of the total contract fee.
  - (d) If the Client wishes to cancel the training date set in the contract on less than sixty (60) days of the date of the training, then the Company shall charge the Client fifty percent (50%) of the total contract fee.
  - (e) If the Client wishes to convert the intensive from in-person to virtual, the Company shall charge the Client any fees associated with preparing to travel to the Client (non refundable plane tickets, etc).

4. **Confidentiality.** The Parties agree to hold each other's Confidential Information in strict confidence and shall treat it with the same standard of care as for its own confidential information, but in no event less than a reasonable standard of care. "Confidential Information" shall include, but is not limited to, written or oral contracts, trade secrets, know-how, business methods, business policies, memoranda, reports, records, computer retained information, notes, or financial information. Confidential Information shall not include any information which: (i) is or becomes generally known to the public by any means other than a breach of the obligations of the receiving Party; (ii) was previously known to the receiving Party or rightly received by the receiving Party from a third party with no obligation of confidentiality to the disclosing Party; (iii) is independently developed by the receiving Party; or (iv) is subject to disclosure under court order or other lawful process. The Parties agree not to make each other's Confidential Information available in any form to any third party or to use each other's Confidential Information for any purpose other than as specified in this Agreement. Each Party's Confidential Information shall remain the sole and exclusive property of that Party. Each Party agrees that it shall be liable to the other Party for the breach of this Section by its officers, directors, employees, agents, and affiliates as if it had committed the breach.
5. **Company's Intellectual Property.** The "Authentic Leadership Intensive™", Intensive character descriptions, context sheets, scripts, any materials issued by the Company and used over the course of the Intensive, all inventions, copyrights, trademarks, patents, inventions, discoveries, concepts, materials and ideas, whether or not patentable, including, but not limited to, all processes, methods, formulas, products, services and techniques, as well as improvements thereof and know-how related thereto, that are made or conceived by the Actor during the term of this Agreement or with the use or assistance of the Company's facilities, materials, information, or personnel, and its Confidential Information ("Intellectual Property") are property of the Company, and the Company has the exclusive rights, title, and interest to the Intellectual Property.
6. **Representation and Warranties.** Each Party represents and warrants to the other that it has full power and authority to execute and deliver this Agreement, and to perform its obligations hereunder. This Agreement constitutes valid and legally binding obligations enforceable against each of the Parties and its successors in accordance with its terms.
7. **Limitation of Liability.** In no event shall the Company be liable to the Client for any special, punitive, incidental, indirect, or consequential damages of any kind in connection with this Agreement.
8. **Indemnification.** To the extent allowed by law, the client shall indemnify, defend, and hold the Company and its subsidiaries, affiliates, sub-contractors, officers, agents, co-branders, and employees harmless from any and all claims, damages, liabilities, costs, and expenses (including, but not limited to, reasonable attorneys' fees and all related costs and expenses) arising from or in any way relating to (a) its willful misconduct or gross negligence in performing its obligations under this Agreement, or (b) liability, whether through litigation or otherwise, resulting from injury to a Participant.
9. **Additional Waiver of Liability.** In conducting the Intensive, the Company places participants into highly realistic, elaborate, and extended "real life" scenarios designed to reflect difficult and challenging situations. In consideration of participation in the Intensive, the Client, for itself, its

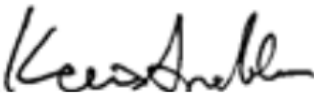
affiliates, Participants, and their respective successors, assigns, heirs, estate, survivors, and next of kin, hereby release, waive, discharge, and covenant not to sue Company, its affiliates, officers, directors, employees, agents, or subcontractors, for mental, emotional, psychological injury including, but not limited to, intentional or negligent infliction of emotional distress, personal injury or death or any other causes of action (“Injury”), in law or equity, arising out of undersigned’s participation in the Intensive. Client intends this waiver and release of legal claims to be as broad and comprehensive as state and federal and/or other law shall allow. The terms of this legal waiver and release does not waive any claim that the Company cannot legally waive under applicable law. This waiver shall be governed by the laws of New York without regard to conflict of laws principles and to the extent not preempted by federal law.

10. **Non-Circumvention.** Client agrees for itself, its affiliates, officers, directors, agents, and employees, that it shall not take or fail to take any action if such action or failure would reasonably be expected to have the effect of prohibiting or otherwise failing to perform in good faith the Client’s obligations under this Agreement.
11. **Governing Law and Dispute Resolution.** The validity, interpretation, construction, and performance of this Agreement will be governed by and construed in accordance with the laws of the State of New York, without regard to conflicts of laws principles. Any action or proceeding arising under this Agreement may only be brought in the federal or state courts in Kings County, New York. Both Parties hereby consent to the exercise of personal jurisdiction by such courts with respect to any such proceeding.
12. **Force Majeure.** Performance by either Party under this Agreement is excused during the period such performance is prevented or delayed by government restrictions (whether with or without valid jurisdiction), war or warlike activity, insurrection or civil disorder, pandemic, or any other causes similar or dissimilar to the foregoing that are beyond the control of either Party and are not foreseeable at the time this Agreement is executed.
13. **Assignability and Parties of Interest.** Client agrees and understands that, unless otherwise specified in this Agreement, Client is not contracting for a personal service that will be performed by any specific trainer, facilitator, or coach. Company may assign any trainer, facilitator, or coach associated with the Company to perform its duties under this Agreement. All trainers, facilitators, and coaches will be capable and competent to perform the services in an appropriate manner. Either Party may assign this Agreement.
14. **Severability.** If any provision of this Agreement is determined to be invalid or unenforceable, the invalidity or unenforceability thereof will not affect the remaining provisions of this agreement, which will nevertheless remain in full force and effect.
15. **Entire Agreement.** This Agreement contains the entire understanding among the Parties hereto with respect to the subject matter hereof, and supersedes all prior and contemporaneous agreements, understandings, inducements and conditions, express or implied, oral or written, of any nature whatsoever with respect to the subject matter hereof.
16. **Remedies; Injunctive Relief.** The Client acknowledges and agrees that the Company’s remedy at law for a breach or threatened breach of this Agreement by the Client of any of the provisions of Sections 3, 4, and 9 of this Agreement, would be inadequate it is agreed that in addition to any and all remedies at law, the Company shall be entitled to equitable relief in the form of specific

performance, preliminary and permanent injunction, temporary restraining order and any other equitable remedy which may then be available without posting a bond or other surety. The Client acknowledges that the granting of a temporary restraining order, preliminary injunction or permanent injunction merely prohibiting the use of trade secrets and like proprietary information would not be an adequate remedy upon breach or threatened breach and consequently agrees upon any such breach or threatened breach not to oppose the granting of injunctive relief. Nothing herein contained shall be construed as prohibiting the Company from pursuing any other remedies available to it, at law or in equity, for such breach or threatened breach. Client agrees that if a court of competent jurisdiction determines that Client has willfully breached this Agreement Client shall reimburse Company for all costs related to obtaining such ruling, including reasonable attorneys' fees.

17. **Headings.** Headings in this Agreement are for convenience of reference only and shall not limit or otherwise affect the meaning hereof.
18. **Counterparts.** This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same agreement.
19. **Survival.** All provisions of this Agreement that may reasonably be interpreted or construed as surviving termination of this Agreement will survive such termination.

**IN WITNESS WHEREOF**, each of the Parties has executed this Agreement by its duly authorized representative, as of the Effective Date.

Kander Consulting LLC d/b/a Authentic Leaders	Ewing Marion Kauffman School
	
By: Kevin Anderle	By: Katie Pasniewski

**SERVICES AGREEMENT ADDENDUM**

This Services Agreement Addendum (the "Addendum") dated August 3, 2022 (the "Effective Date") is made to the Service Agreement Contract Addendum between Kander Consulting LLC ("the Company") and Ewing Marion Kauffman School ("the Client") executed on June 17, 2022, and is now amended by mutual agreement by the parties as follows:

**Training Services**

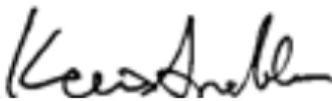
<b>Service</b>	<b>Cost</b>
3-Day Intensive (virtual) to be held on October 3-5, 2022 (up to 8 participants)	\$32,250
Discount for organizations booking more than one intensive	-\$2,250
3-Day Intensive (virtual) to be held on October 12-14, 2022 (up to 8 participants)	\$32,250
Discount for organizations booking more than one intensive	-\$2,250
3-Day Intensive to be held on August 3-5, 2022	\$32,250
Additional fee for in-person execution of the intensive	\$10,000
Additional fee for large group execution	\$15,000
Discount for organizations booking more than one intensive	-\$2,250
<b>Total Cost:</b>	<b>\$115,000</b>

**Invoice Schedule**

The Company shall invoice the Client for \$115,000 and the invoice shall be paid in full by August 11, 2022.

All other terms and conditions remain unchanged and in effect. This Addendum and any/all preceding amendments to the Agreement are hereby incorporated by reference into the original Addendum executed on June 17, 2022, as if fully rewritten therein.

**IN WITNESS WHEREOF**, each of the Parties has executed this Addendum by its duly authorized representative, as of the Effective Date.

<b>Kander Consulting LLC d/b/a Authentic Leaders</b>	<b>Ewing Marion Kauffman School</b>
	
By: Kevin Anderle	By: Katie Pasniewski

## Summary of Items for August 2022 Board Meeting

Headline	Pages	Summary
2022-23 School Calendar	Board Packet: 48-49	<ul style="list-style-type: none"> <li>· The proposed 2022 – 2023 School Calendar meets all compliance requirements and includes 1,144 hours of instruction over 178 school days.</li> <li>· State law requires schools to deliver 1,044 hours of instruction. There is no minimum number of days requirement imposed by state law.</li> <li>· The school’s proposed calendar provides 100 hours (equivalent to 14 days) of instruction beyond the state requirement.</li> <li>· The scheduled first day of school is Wednesday, August 17, 2022.</li> <li>· The scheduled last day of school is Friday, June 2, 2023.</li> </ul> <p><b>Committee Action:</b> <i>Recommend the Board approve the proposed 2022-23 school calendar.</i></p> <p><b>Board Action:</b> <i>Approve the proposed 2022-23 school calendar.</i></p>
Student Family Handbook	Board Packet: Pages 52+	<p>Edits to the Student/Family Handbook fall into four categories:</p> <ul style="list-style-type: none"> <li>· Updates resulting from our ordinary annual review process (i.e. not motivated by policy or procedure change)</li> <li>· Updates resulting from our strategic planning work with Attuned</li> <li>· Updates resulting from policy or procedure changes</li> <li>· New content required by new compliance mandates</li> </ul> <p>Changes are tracked and comments are provided in the redlined versions</p> <p><b>Committee Action:</b> <i>Recommend the Board approve the 2022-23 version of the Student/Family Handbook, inclusive of these edits.</i></p> <p><b>Board Action:</b> <i>Approve the 2022-23 version of the Student/Family Handbook, inclusive of these edits.</i></p>

<p>Personnel Policy: Updated COVID-Related Leave Policy</p>	<p>Board Packet: Page 50</p>	<p>We propose changes to the school’s COVID-Related Leave Policy.</p> <p>The previous policy provided:</p> <ul style="list-style-type: none"> <li>- Up to 10 days at 100% of salary in cases where: <ul style="list-style-type: none"> <li>o An employee tested positive for COVID and was required to isolate at the direction of a medical professional.</li> <li>o An employee was exposed to COVID and was symptomatic, and thus was presumed positive for COVID and was required to isolate at the direction of a medical professional.</li> <li>o An unvaccinated employee was exposed to COVID and was required to quarantine at the direction of a medical professional.</li> <li>o An employee needed to miss work to care for a child who could not attend daycare or school</li> </ul> </li> </ul> <p>The above policy was in place while the school implemented a 10-day isolation policy and a 14-day quarantine policy.</p> <p>The school has since adopted the CDC’s guidelines for a 5-day isolation policy. As such, we feel confident we can reduce that number of paid COVID leave days provided from 10 to 5 while still providing paid leave options for those who are required to miss work for COVID-related reasons.</p> <p><b>Committee Action:</b> <i>Recommend the Board approve the proposed changes to the COVID-Related Leave Policy.</i></p> <p><b>Board Action:</b> <i>Approve the proposed changes to the COVID-Related Leave Policy.</i></p>
<p>Personnel Policy  R.S. Mo. 167.117</p>	<p>Board Packet: Page 51</p>	<p>Our authorizer requires the inclusion of a policy that asserts our adherence to R.S. Mo. 167.117 in its personnel policies.</p> <p>The school already operates in full compliance with the policy, but its inclusion in the School’s personnel policies will ensure this compliance requirement is met and that the policy language is distributed to staff members annually and included in annual staff trainings.</p>

# 2022-2023 School Calendar

## Ewing Marion Kauffman School

# 2022-2023

## Academic Year Calendar

Updated 7.29.22

- School Release at 1:30pm
- Holidays/Breaks (no school)
- Teacher Workday (no school for students)
- Family Conferences
- Graduation (Evening)
- Admin Work Weeks

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

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

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

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

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

December 22						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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27	28	29	30	31		



<b>Start and End of School Year</b>
Aug. 17th: 5th & 6th grade start
Aug. 18th: 7th - 12th grade start
May 19: 12th grade last day
June 2: 5th - 11th grade last day
<b>Quarter &amp; Semester Key Dates:</b>
Q1: Aug 17- Oct 14 (38 days)
Q2: Oct 17 - Jan 6 (43 days)
Q3: Jan 9 - March 17 (48 days)
Q4: March 27 - June 2 (48 days)
S1: Aug 17 - Jan 6 (81 days)
S2: Jan 9 - June 2 (96 days)
<b>School Release at 1:30PM</b>
August 17, 18, 19, 26
September 2, 9, 16, 30
October 7, 14, 21, 28
November 4, 11, 18
December 2, 9, 16
January 6, 13, 20, 27
February 3, 10, 17, 24
March 3, 10, 17, 31
April 14, 21, 28
May 5, 12, 19, 26
June 2
<b>No School</b>
Sept 5 Labor Day
Sept 6 Staff PD Day (no school for students)
Sept 23 Staff PD Day (no school for students)
Oct 10 Indigenous People's Day
Nov 21, 22, 23, 24, 25 Fall Break
Dec 19, 20, 21, 22, 23, 26, 27, 28, 29, 30 Winter Break
Jan 2 Staff PD Day (no school for students)
Jan 16 Martin Luther King, Jr. Day
Feb 20 Presidents' Day
March 20, 21, 22, 23, 24 Spring Break
April 7 April Day Off
May 29 Memorial Day
June 5 - 16 Staff PD days (no school for students)
June 19th Juneteenth
June 20 - 23 (Admin Work Week, Teachers/Students off)
June 26 - 30 Summer Break
July 3 - 7 Summer Break
July 10 - 14 (Admin workweek, Teachers/Students off)
July 17 - 21 (Admin workweek, Teachers/Students off)
July 24 - 28 (Staff PD Days, students off)
July 31 - August 4 Staff PD (no school for students)
August 7 - 11 Staff PD (no school for students)
<b>Report Card Conferences</b>
Oct. 27, 28 Fall Conferences (normal schedule for students, conferences in PM)
Mar 16, 17 Spring Conferences (normal schedule for students, conferences in PM)
<b>Progress Reports/Report Card Mailings TBD</b>
Quarter 1: No Progress Report; Conferences Oct 27 - 28
Quarter 2: PR Handout out Nov 18; RC Mailed Jan 13
Quarter 3: PR Handout out Feb 3; Conferences March 16 - 17
Quarter 4: PR Handout out April 28; RC Mailed June 9

<b>ANET/Interim Assessments (Grades 5-8)</b>
Sept 15, 20, 21, 22 ANET 1 (Grades 5-8)
Nov 3, 8, 9, 10, 11 ANET 2 (Grades 5-8)
Jan 13, 17, 18, 19, 20 ANET 3 (Grades 5-8)
March 3, 7, 8, 9, 10 ANET 4 (Grades 5-8)
<b>Missouri MAP Tests (Grades 5-8)</b>
May 1- May 5 MAP Week 1 (Grades 5-8)
May 8-May 12 MAP Week 2 (Grades 5-8)
TBD- MAP A Window
<b>Missouri WIDA Testing (Grades 5-12)</b>
August 23 - Sept 2 WIDA Screener
Jan 9 - March 3 WIDA Access Window
<b>DIBELs Tests</b>
Aug 22- Sept 2 SRA Screening
Nov 28 - Dec 15 DIBELs testing
May 10 - May 26 DIBELs testing
<b>Missouri EOC Tests- Practice</b>
Feb 2-3 9th Biology, 10th ELA, 9th & 10th Algebra, 12th Government
March 30 - 31 9th Biology, 10th ELA, 9th & 10th Algebra, 12th Government
<b>Missouri EOC Tests</b>
March 6 - May 26 EOC Spring 2023 Testing Window
<b>ACT District Exams</b>
Oct 4- (12th Grade)
April 4- (11th Grade)
<b>ACT National Exams</b>
Sept 10 (12th Grade- if needed)
Oct 22 (12th Grade- if needed)
Dec 10 (12th Grade- if needed)
Feb 11 (11th & 12th Grade- if needed)
April 15 (11th & 12th Grade- if needed)
June 10 (11th Grade- if needed)
<b>ACT Practice Tests</b>
Nov 18 (9th & 10th & 11th)
Feb 17 (9th & 10th & 11th)
May 5 (9th & 10th)
<b>PSAT Tests</b>
Oct 25 (11th grade)
TBD PSAT 10 (10th grade)
<b>AP Exams</b>
May 1 AP US Govt
May 3 AP English Lit and Composition
May 4 AP Seminar
May 5 AP US History
May 8 AP Calc & AP Comp Science
May 9 AP English Lang and Composition
May 10 AP Biology
May 11 Wold History: Modern
<b>HS Interims</b>
Oct 3 - 7 Interim 1 (Grades 9-12)
Nov 29 - Dec 2 Interim 2 (Grades 9-12)
Feb 21 - 24 Interim 3 (Grades 9-12)
May 1 - 12 Interim 4/Finals (Grades 9-12)

# Personnel Policy: Updated COVID-Related Leave Policy

## Staff COVID-Related Leave Policy

The COVID-19 pandemic has created unique circumstances in which employees are required to take leave from work because they have been directed to quarantine or isolate or are responsible for the care of a child who has been directed to quarantine or isolate.

This policy is effective as of July 25, 2022, replaces previous versions of the COVID-Related Leave Policy, and was developed based on current conditions. The policy is subject to change as conditions change.

This policy is intended to:

- Support staff members in making decisions that are in the best interest of their health and the health of their colleagues, students, and families.
- Honor and protect our priority to deliver an extraordinary education to students without placing undue burden on staff members.

The School Nurse and Chief Operating Officer follow the guidance of the Kansas City Health Department when directing staff to quarantine or isolate.

The following policies will be collectively applied, meaning a staff member will receive a maximum of 5 days of paid COVID-related leave during the duration of the policy. If a staff member requires more than 5 days of COVID-related leave, such need will be reviewed in the context of the school's FMLA Policy. Whenever possible, employees will be allowed to work virtually during periods of mandatory quarantine or isolation, and when doing so will not be required to use COVID-related leave for the time they were working virtually.

Scenario	COVID Leave Policy
Staff member tests positive for COVID-19, or has been exposed to COVID-19 and is symptomatic (presumed positive), and therefore has been directed by a health professional to isolate.	Staff member is eligible for up to 5 days of paid COVID-related leave with documentation of a positive COVID-19 test.  If staff member feels well enough to work prior to end of the 5-day isolation period, they can be assigned virtual responsibilities. COVID-related leave will not be recorded for time that the staff member works virtually.
Staff member's child aged 17 or younger is directed by a health professional or school or daycare official to quarantine or isolate or the staff member's child's school or daycare is closed due to COVID-19.	Staff member is eligible for up to 5 days of paid COVID-related leave.  If staff member is able to work while they are at home with their child, they can be assigned virtual responsibilities. COVID-related leave will not be recorded for time that the staff member works virtually.

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Katie Pasniewski  
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If staff member is not well enough or becomes too unwell to fulfill virtual responsibilities, one of the following policies will apply:

The staff member is eligible for paid COVID-related leave when they are directed by a health professional to isolate due to symptoms or quarantine due to exposure, up to the 10-day maximum. The staff member should communicate to the School Nurse and their Manager that they are not well enough to fulfill virtual responsibilities, and the School Nurse or Manager will notify HR of the change.

If the staff member eventually tests positive for COVID-19, the staff member is eligible for up to 10 days of paid COVID-related leave with documentation of positive COVID-19 test.

If the staff member does not test positive for COVID-19, the FMLA Policy may apply. The staff member's specific situation will be considered under the FMLA policy.

The PTO policy will apply in cases where the team member has not tested positive for COVID-19 or has an illness that is unrelated to COVID-19 and does not meet the definition of a serious health condition as defined by FMLA.

Katie Pasniewski  
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Staff member opts to not report to work, but has not been directed by a health professional to quarantine or isolate and has not presented documentation indicating that their child has been directed to quarantine or isolate.	Staff member's time off is recorded as PTO, or in the case that the staff member has exhausted their PTO, as unpaid time off.
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## Personnel Policy: R.S. Mo. 167.117

### R.S. Mo. 167.117

The Kauffman School will abide by the provisions of R.S.Mo. 167.117, including:

- In any instance when any person is believed to have committed an act which if committed by an adult would be assault in the first, second or third degree, sexual assault, or deviate sexual assault against a pupil or school employee, while on school property, including a school bus in service on behalf of the district, or while involved in school activities, the principal shall immediately report such incident to the appropriate local law enforcement agency and to the superintendent, except in any instance when any person is believed to have committed an act which if committed by an adult would be assault in the third degree and a written agreement as to the procedure for the reporting of such incidents of third degree assault has been executed between the superintendent of the school district and the appropriate local law enforcement agency, the principal shall report such incident to the appropriate local law enforcement agency in accordance with such agreement.
- In any instance when a pupil is discovered to have on or about such pupil's person, or among such pupil's possessions, or placed elsewhere on the school premises, including but not limited to the school playground or the school parking lot, on a school bus or at a school activity whether on or off of school property any controlled substance as defined in section [195.010](#) or any weapon as defined in subsection 6 of section [160.261](#) in violation of school policy, the principal shall immediately report such incident to the appropriate local law enforcement agency and to the superintendent.
- In any instance when a teacher becomes aware of an assault as set forth in subsection 1 of this section or finds a pupil in possession of a weapon or controlled substances as set forth in subsection 2 of this section, the teacher shall immediately report such incident to the principal.
- A school employee, superintendent or such person's designee who in good faith provides information to law enforcement or juvenile authorities pursuant to this section or section [160.261](#) shall not be civilly liable for providing such information.
- Any school official responsible for reporting pursuant to this section or section [160.261](#) who willfully neglects or refuses to perform this duty shall be subject to the penalty established pursuant to section [162.091](#).

# Student and Family Handbook



E W I N G M A R I O N  
**KAUFFMAN SCHOOL**

---

6401 Paseo Blvd • Kansas City, MO 64131

816.268.5660 • [www.kauffmanschool.org](http://www.kauffmanschool.org)

## Student & Family Handbook 2022-2023

**REVISED AUGUST 2022**

#### **ACKNOWLEDGMENTS AND NOTICE**

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The Ewing Marion Kauffman School is grateful to a number of schools and organizations for their willingness to share materials, time, and hard-earned knowledge. We extend many thanks to Academy of the Pacific Rim, Excel Academy, KIPP, University Academy, Liberty High School, and Roxbury Prep.

*Please Note:* The Kauffman School reserves the right to change its policies as well as this handbook. Changes to this handbook or board policies do not void parent and student agreement to the provisions of this handbook. The most recent version of this handbook will be posted on the Kauffman School website ([www.kauffmanschool.org](http://www.kauffmanschool.org)).



Dear Families:

Welcome to the Ewing Marion Kauffman School. We are honored to have you and your student join our team and family.

At the Kauffman School, we know that achieving different results means we must be a different kind of school. It is our goal that **all** students are prepared to excel academically, graduate from college, and share their unique talents with the world. We operate with the understanding that there are **no shortcuts** to college graduation. Therefore, in order for our students to achieve this goal, we (students, parents/guardians, and school staff) will all have to work as a team every step of the way.

We have assembled this handbook to provide you with information about our school culture, school procedures, and discipline/reward policies. It also includes important information about other policies and practices, so please read carefully.

Although we have tried to be as thorough as possible, we know that high performing schools continually look for new ways to incorporate feedback and improve and address challenges. There may be updates to our policies and procures during the school year, and the latest version of the handbook will always be available from the Principal and posted on the school's website.

We look forward to a year of teamwork, hard work, success, and fun.

Sincerely,

A handwritten signature in cursive script that reads "Hannah Lofthus".

Hannah Lofthus, Chief Executive Officer

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## **ABOUT THE SCHOOL**

The Ewing Marion Kauffman School (Kauffman School) opened its doors in the fall of 2011. Our first group of one hundred fifth graders was enrolled as our Class of 2023, their anticipated year of college graduation. A new fifth grade class was added each year, and we now operate as a 5<sup>th</sup> – 12<sup>th</sup> grade school. We will maintain a small school environment while still reaching as many students as possible.

As a public charter school, the Kauffman School is free and open to all students residing within the district boundaries of Kansas City Public Schools (KCPS). The Kauffman School begins with fifth grade and that is the age at which the school accepts enrollments.

The Kauffman School cannot selectively admit students based on academic aptitude, race, ethnicity, income level, special education needs, prior school record, or almost any other personal characteristic. The Kauffman School will admit students until its enrollment threshold is met. In the event there are more applications than seats, the Kauffman School will use a lottery process to give every applicant an equal chance of admission.

The Kauffman School will provide a geographical enrollment preference to students living in six zip codes: 64123, 64124, 64127, 64128, 64130, and 64132. The Kauffman School also provides an enrollment preference to siblings of enrolled students and children whose parents/guardians work at the school and also reside within the KCPS boundaries.

## **THE KAUFFMAN LEGACY**

Mr. Ewing Marion Kauffman brought more to Kansas City than an international business. Mr. Kauffman's most enduring legacy to his community and the world is the Ewing Marion Kauffman Foundation. He established the Foundation with the same sense of opportunity he brought to his business endeavors, and with the same convictions. Mr. Kauffman wanted his foundation to be innovative—to dig deep and get at the roots of issues to fundamentally change outcomes in people's lives. He wanted to help young people, especially those, like him, who start out with modest means, get a quality education that would enable them to reach their full potential.

The Ewing Marion Kauffman School represents a new chapter in Mr. Kauffman's ongoing legacy in Kansas City, but one very close to the heart of everything in which Mr. Kauffman believed and worked to foster in the human spirit.



## OUR MISSION AND VALUES

### Mission

To prepare students to excel academically, graduate from college, and apply their unique talents in the world to create economically independent and personally fulfilling lives.

### Vision

The Kauffman School is recognized as the premier public school in the state of Missouri and as a national model for the entire public school sector.

### Student Core Values

The Kauffman School's culture is defined not only by high academic expectations, but also by a set of beliefs shared by students and staff that serve as personal tools for current and future success. The entire Kauffman School community will strive to exhibit and recognize the Kauffman School's student values.

- Ujima: Our team is only as strong as our support and care for one another. We look out for each other. We treat our community's problems as our own problems.
- Self-respect: We are worthy. We are confident. We take care of and speak up for ourselves.
- Growth: We are all on a journey to maximize our potential. We acknowledge that progress, not perfection, is the goal. We celebrate the smallest of wins; we welcome mistakes as opportunities to learn and get better.
- Resilience: We are the authors of our destinies. We approach challenges with optimism and determination. When we fail, we get back up and try again.
- Passion: We put our hearts into what we do. We inspire others with our drive for excellence. We seek out and develop our interests.
- Courage: We are brave in the face of the unknown. We are vulnerable. We question actions inconsistent with our values.

### Philosophy

The Kauffman School prepares students to be intellectually curious, economically independent, and confidently self-directed. Our students live life on purpose. They learn not to be afraid to take calculated risks in pursuit of their aspirations and understand that a life devoid of failure is a life half-lived.

The Kauffman School is focused on the academic and social growth of our students. We know every student in our school. Our strength is our talented staff, which combines deep subject knowledge with the ability to motivate and inspire our students to realize their individual potential. We will help each student identify his or her unique talents and abilities and how to apply them in the world. We provide our students with a rigorous education to enable each one to fully compete at our nation's colleges and universities. Our students receive rigorous training in math and science; all students will learn a world language. Each student will be technologically and financially literate. Our students will be prepared to contribute to their local, national, and global communities.

We expect our students will have multiple careers over their lifetimes; some of the jobs they will hold do not yet exist. Since we cannot predict the future, we prepare our students for all potential futures. We accomplish this by making sure our students are able to think critically, embrace change, and take charge of their own learning in a rapidly changing world.

The few years we have with our students are brief. To achieve these goals requires us to maximize the quantity and quality of time we have together. This is a demanding school. Our doors are open to all students and families, though success will require strength and resolve to seize the opportunity we offer. We ask much of ourselves, our students, and our families. We need our students and families to match our intensity and dedication to their futures. In return, we commit ourselves to each student's academic and personal growth.

**Commented [KP1]:** Updated based on strategic planning work with Attuned. The Core Values were co-created by a committee of stakeholders.

**Deleted:** PREP Values

**Deleted:** The Kauffman School's culture is defined not only by high academic expectations, but also by a set of beliefs shared by students and staff that serve as personal tools for current and future success. The entire Kauffman School community will strive to exhibit and recognize the Kauffman School's PREP values.¶

#### Perseverance¶

*"We find a way or we make one."*¶

¶

Students and teachers at the Kauffman School have grit. We approach challenges with determination and a positive attitude. We carry each other toward the goals we know we can achieve and we don't complain – we solve our problems and move forward.¶

¶

#### Results¶

*"We show that we know."*¶

¶

Our academic program is demanding, and expectations for teachers and students are high. We work hard and we want to know if our hard work is paying off.

Everyone is accountable to each other for proof of our learning.¶

¶

#### Empathy¶

*"We notice. We feel. We act."*¶

¶

Students and teachers at the Kauffman School look out for each other. We share each other's joys and pains because we are all working toward the same goal.¶

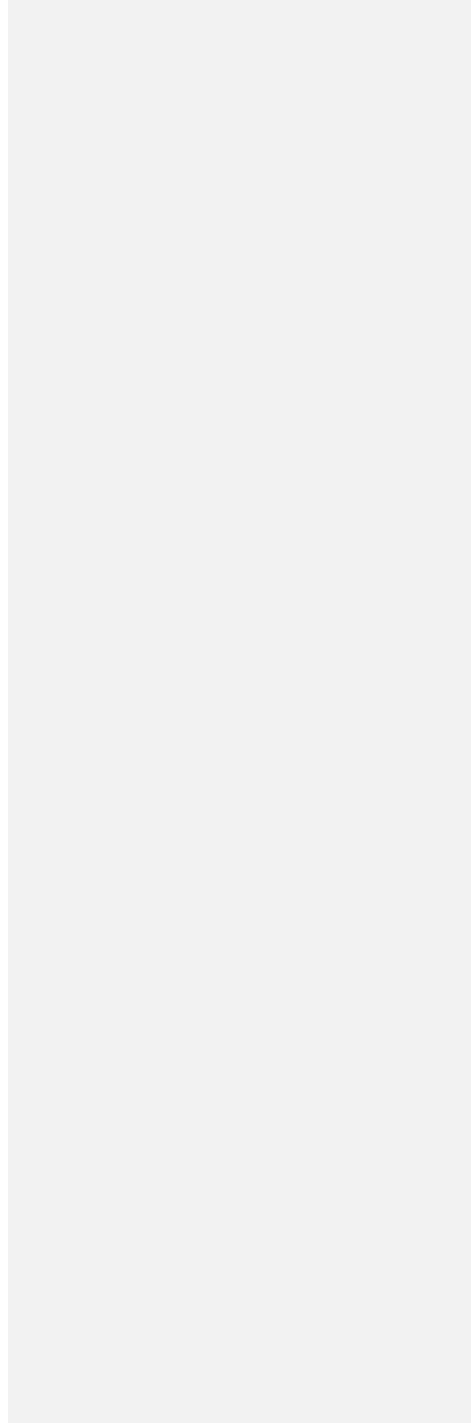
¶

#### Passion¶

*"We put our hearts into what we do."*¶

¶

Kauffman School students are inspired by what matters to them. Our teachers believe in our students and are compelled by a sense of urgency to help them succeed.¶



## **OUR TEAM**

### **Administration/Leadership Team**

Hannah Lofthus – Chief Executive Officer  
Katie Pasniewski – Chief Operating Officer  
Cat Cain – Chief of Staff  
Ben Carman-Brown – High School Principal  
Shelli Carman-Brown – Director of Academics  
Amy Rosenwald – 5/6 Principal  
Lindsey Woods – Senior Leader  
Jamon Finley – Principal Fellow  
Annie Murphy – Assistant Principal  
Wellyna Patterson – Manager of Curriculum and Instruction  
Kathleen Barbosa – Dean of Instruction  
Carolyn Gatewood – Dean of Instruction  
Dr. Amber Hurd – Dean of Instruction  
London Koehn – Dean of Instruction  
Natosha Landrum – Dean of Instruction  
Kalilah Lasenby – Dean of Instruction  
Georgina Leslie – Dean of Instruction  
Richard Abram – Dean of Students  
Nita Daniels – Senior Dean of Students  
Keshia Johnson – Dean of Students  
Amber Parks – Dean of Students  
Deon Whitten – Dean of Students  
Tierney Porter – Dean of Students Fellow  
Gordon Brown – Dean Room Monitor  
Byron Ashford – Dean Room Monitor  
Tiffany Segers – Director of College Access  
Ellen Clayton – Alumni Counselor  
Bryce Dantzler – College Counselor  
Alexis Lankford – College Counselor  
Wendy Miya – Alumni Counselor  
Teresa Fliger – Social Worker/Counselor  
Kevin Hill – Social Worker/Counselor  
Emily Martin – Social Worker/Counselor  
Jacqueline Tuggle – Social Worker/Counselor  
Ashaley Billingslea – Office Coordinator  
Erynn Campbell – HR Manager  
Alexandra Carlson – Operations Specialist  
Beth Edmonds – Data Specialist  
Jules Fox – Director of Special Education Fellow  
Isaac Freeman – Data Systems Manager  
Ellen Frierson – Manager of Data and Assessment  
Carly Goins – Operations Specialist  
Bailee Hudson – Operations Specialist  
Jay Marshall - Information Technology Coordinator  
Erica McGeady – Director of Data  
Tylice Merritt – Operations Specialist  
Bailey Page – Director of Operations  
Sam Preston – Operations Manager

**Commented [KP2]:** We have updated this section to reflect current staff and board roles.

Becky Quatrocky – School Nurse  
Zach Sellers – Operations Manager  
Margo Sinclair – Talent Recruiter  
Daniel Velazquez – English Learners Program Manager, Family & Community Liaison  
Syreeta Washington – Office Coordinator  
Theresa Williams - Finance and HR Coordinator  
Candace Wilson – Director of Talent  
Deronne Wilson – Director of Athletics and Extracurricular Activities

**Board of Directors and Officers**

Kristin Bechard, Treasurer  
Tracy McFerrin, Board Chair  
Brett Hembree  
Hannah Lofthus, CEO\*  
Juan Rangel  
Corey Scholes, Board Vice-Chair  
John Tyler, Secretary\*  
Jerry Williams

*\*indicates a non-voting officer*

The role of the Kauffman School Board of Directors is to set a mission and vision for the school, hire and evaluate the CEO, provide fiduciary oversight, and adopt policies for the school. The Board does not manage the day-to-day operations of the school. Notice of upcoming Board meetings are posted in the school and on the [school's website](#). Open sessions of Board meetings are open to the public, including to Kauffman School families.

**Commented [KP3]:** This new language is required by our authorizer.

**Section 504 Coordinator**

Jules Fox  
816-786-6204

**Title IX Coordinator**

Katie Pasniewski  
816-612-8539

**Homeless Coordinator**

Daniel Velazquez  
816-704-1767

**Chief Compliance Officer**

Katie Pasniewski  
816-612-8539

**Custodian of Records**

Katie Pasniewski  
816-612-8539

**PORTRAIT OF A GRADUATE**

Kauffman School graduates...

Self Awareness and Management	<ul style="list-style-type: none"> <li>Understand their identity, mental health, emotions, thoughts, experiences, and values and how they influence behavior</li> <li>Identify, cope with, and address their emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations</li> </ul>
Social Awareness and Relationship Skills	<ul style="list-style-type: none"> <li>Understand the perspectives of and empathize with diverse people</li> <li>Establish and maintain healthy and supportive relationships</li> <li>Navigate (and demonstrate advocacy and leadership in) settings with diverse individuals and groups</li> <li>Communicate effectively through emotional challenges</li> </ul>
Critical Thinking and Decision Making	<ul style="list-style-type: none"> <li>Synthesize and analyze information and data to solve problems</li> <li>Make informed choices based on a full understanding of the possible outcomes (on oneself, others, and the community)</li> </ul>
Academic Knowledge and Skills	<ul style="list-style-type: none"> <li>Demonstrate mastery of the core academic disciplines needed for college persistence and/or career success (e.g., advanced literacy and writing)</li> </ul>
Personal Independence	<ul style="list-style-type: none"> <li>Demonstrate the mindsets (e.g., growth) and habits (e.g., time management, making use of resources) necessary to thrive in both academic and non-academic settings</li> <li>Obtain proficiency in real world skills (e.g., financial literacy) necessary for independence</li> <li>Understand how our actions and lifestyle impact our health</li> </ul>
Awareness and Activism	<ul style="list-style-type: none"> <li>Explore and develop a sense of purpose and passion</li> <li>Find joy and strength in our community and culture, to navigate the world confidently and dismantle oppressive systems</li> </ul>

Deleted: OUR STUDENTS

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Deleted: <#>Is prepared for the academic and social rigors of college.<sup>f</sup>  
 Is accustomed to working hard and earning positive results.<sup>f</sup>  
 Exhibits confidence in the ability to adapt as personal and professional circumstances change.<sup>f</sup>  
 Understands life is uncertain, but demonstrates relentless pursuit of excellence in all endeavors.<sup>f</sup>  
 Can manage personal finances and understands the importance of fiscal responsibility.<sup>f</sup>  
 Understands the wide range of opportunities available when academic acumen is combined with one's unique gifts and interests.<sup>f</sup>  
 Is not only content with personal success, but also seeks to create opportunities in which others may succeed.<sup>f</sup>  
 Serves as a lifelong ambassador for the Kauffman School.<sup>f</sup>

## SCHOOL CALENDAR 2022-2023

**Commented [KP5]:** This section has been updated to reflect details of the 22-23 calendar.

Kauffman School students receive several hundred more instructional hours per year than students in public schools following a standard schedule. At this rate, a fifth-grader graduating from the Kauffman School as a high school senior will engage in *more than two extra years* of instructional time over students following a standard calendar. Building in this additional time will help ensure that all Kauffman School students are performing at grade level by the end of 8<sup>th</sup> grade, and are ready to enter and graduate from the college or university they choose to attend.

### Daily Schedule

- Monday – Thursday (7:45am – 3:30pm)
- Friday (7:45am – 1:30pm)
- Students must be in the building by 8:00 am, or they will be marked tardy.

### Early Release

Students will be released at 1:30 p.m. the entire first week of school and every Friday thereafter.

### First / Last Day for 5<sup>th</sup> Grade

The first day of school for 5<sup>th</sup> graders will be Wednesday, August 17, 2022. The last scheduled day is Friday, June 2, 2023.

### First / Last Day for 6<sup>th</sup> – 12<sup>th</sup> grade

The first day of school for 6<sup>th</sup>-12<sup>th</sup> graders will be Thursday, August 18<sup>th</sup>, 2022. The last scheduled day is Friday, June 2, 2023.

### Vacation/Teacher Work Days (No School)

September 5	January 16
October 10	February 20
November 21-25	March 20-24
December 19-30	April 7
January 2-3	May 29

*Please Note: The Kauffman School calendar and daily schedule are subject to change in the best interests of students. Any modifications will be communicated to families as quickly as possible.*

## **GENERAL SCHOOL POLICIES**

### Admissions

The Kauffman School cannot selectively admit students based on academic aptitude, race, ethnicity, income level, special education needs, prior school record, or almost any other personal characteristic. The Kauffman School will admit students until its enrollment threshold is met, after which a waiting list is established from which students are randomly selected when seats open. In most circumstances, the Kauffman School will only enroll students entering the fifth grade. In the event there are more applications than seats, the Kauffman School will use a lottery process to give every applicant an equal chance of admission.

Parents shall confirm acceptance of the offer of enrollment within five (5) business days after the offer of an enrollment slot, and shall complete the online registration forms within ten (10) business days from acceptance of enrollment. For students that are on the waiting list, parents shall confirm acceptance of the offer of enrollment within three (3) business days after the offer of an enrollment slot, and shall complete the online registration forms within five (5) business days from acceptance of enrollment. If the acceptance of offer of enrollment or online registration process is not completed by the parent(s) within the aforementioned timeframes, then the student will be placed on the waiting list and will only be admitted if seats become available.

### Celebrations and Recognition of Birthdays

Kauffman School team members are responsible for the organization of seasonal parties and celebrations. These celebrations are designed for currently enrolled Kauffman School students. Infants, preschool, middle school, high school students, or any other relatives or friends are not allowed in classrooms during celebration times. Due to an increasing number of students with life threatening food and nut allergies, as well as students with special dietary or medical needs, if food is part of a specific Kauffman School celebration, any such food for distribution and/or instruction must be nut free, and be commercially labeled with ingredients.

Recognition of student birthdays is designed uniquely by each teacher. Birthday recognitions are intended to be a celebration of the student in meaningful ways absent of food. Outside food will not be accepted as part of the birthday recognition. Birthday recognitions are designed to be an integrated part of the Kauffman School day versus a time that interrupts the daily classroom or building routines or instructional time. Birthday recognitions will be designed so as not to impact the dietary decisions or needs of other students. Invitations for out-of-school parties cannot be brought to the Kauffman School for distribution. Deliveries of gifts for students will not be accepted at school (i.e., floral arrangements, balloon bouquets, etc.).

### Damaged Property

Depending on the requirements of different classes, students may be assigned textbooks, novels, calculators, or other school equipment. This includes chromebooks, hotspots, and other technology equipment that is provided for virtual learning. Staff will track which book or piece of equipment has been given to the individual student and its condition. If the book or equipment is lost or damaged while in the student's possession, the child and his/her family may be financially responsible for replacing it. The Kauffman School will give the parent/guardian an invoice, and the parent/guardian is expected to pay the school the amount therein in cash, check, or money order. Students will be expected to pay for and/or restore Kauffman School property that is vandalized, damaged, lost or stolen by such student, and the parents/legal guardians will be notified.

### Enrolling of Expelled, Suspended or Retained Students

The Kauffman School reserves the right to evaluate a student's enrollment and honor the expulsion, suspension or retention from the sending district, private, or charter school. For the protection of currently enrolled students, if the suspension is a result of a Safe Schools Act violation that could have resulted in expulsion, the Kauffman School reserves the right to deny enrollment.

### Inclement Weather

#### *School Cancellation*

- Kauffman School cancellations will be reported to local television outlets and communicated via Kauffman School social media accounts as far in advance of the cancellation as possible.
- The Kauffman School will use its automated calling system to notify families of school cancellations (please insure your primary contact information is always up to date).
- The Kauffman School will make attempts to provide additional notice by phone and social media regarding resumption of classes.

#### *Delayed Opening*

- The Kauffman School will follow the same steps listed above regarding late school arrival due to inclement weather.
- The Kauffman School's decisions regarding delayed openings may differ from those of KCMSD, and the school will communicate delayed opening times to local media and school families as early as possible, along with bus stop information.

#### *Early Dismissal*

- The Kauffman School will only implement early dismissal procedures when the safety of students is in question due to emerging weather conditions.
- If the Kauffman School decides to dismiss classes early due to inclement weather, all families will be contacted by automated calls and e-mail; all media outlets will be notified.
- All families should have a plan in place for early dismissal situations.

#### *Inclement Weather Make-up Days (if necessary)*

If the Kauffman School determines it is necessary to make-up school days cancelled due to inclement weather, families will be contacted and information will be distributed to students for take-home, via phone, and e-mail as far in advance as possible.



### Lockers

A hall locker is available to students of certain grade levels as determined by the Kauffman School's administrative staff to store school materials, clothing, and other personal items that are necessary to have at the Kauffman School but not in the classroom. Lockers provided by the School are not safes and should not be treated as such. Items of extraordinary value should not be left in lockers.

- 1) School lockers and gym lockers are the property of the school and are provided for the convenience of students. In order to maintain a safe learning environment, lockers may be searched by Kauffman School administrators and or security if there is a reasonable suspicion that the lockers contain drugs, alcohol, tobacco products, paraphernalia, material of a disruptive nature, stolen property, weapons, or other items that could pose a danger to the health or safety of students and staff. Students and student property may be searched as a means of ensuring the safety of persons and property when there is a reasonable suspicion of a violation of school rules, policy, or local or state law. Reasonable suspicion should be based on facts known to the administration, credible information provided or collected, and/or reasonable inferences drawn from such facts and information. Consistent with the community's expectation that Kauffman School officials sustain a safe school environment conducive to learning, the Kauffman School will cooperate with the law enforcement agencies in conducting searches of lockers if there is reasonable suspicion that a crime has been committed.
- 2) Students are responsible for upkeep of their locker. Report any damage or locker abuse to the office.
- 3) No locks are allowed on any locker; however, the area is secured by cameras monitored by security. Exception is that students may use a lock on the lockers in the Athletics Locker Rooms. Locks must be provided by the student and are subject to the requirements in the Athletics Handbook.
- 4) Students should always keep the locker closed and not reveal any personal property in his/her lockerto other students.
- 5) No changes will be made in locker assignments after the school year begins without administrative approval. Students shall only use their assigned locker.
- 6) Students should only keep their own items stowed in their individual locker and should not store theitems of others in their locker.
- 7) Locker cleanup will be conducted during PREP or College Seminar on a regular basis throughout the year.

### Lost and Found

Students are responsible for their personal belongings. Any student who finds an item that does not belong to him/her should turn the item in to the Front Office immediately. Lost articles may be claimed in the office before or after school. The Kauffman School is not responsible for lost or stolen items.

Non-discrimination

The Kauffman School admits students of any race, color, national origin, ethnic origin, age, religion, creed, sex, sexual orientation, veteran’s status, disability, or any other legally recognized classification to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The School does not discriminate, exclude people, or treat them differently on the basis of race, color, national origin, ethnic origin, age, religion, creed, sex, sexual orientation, veteran’s status, disability, or any other legally recognized classification in administration of its hiring, retention and its other employment policies, educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs, and the Kauffman School provides equal access to the Boy Scouts and other designated youth programs.

The Kauffman School complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.

Inquiries: Inquiries concerning the Kauffman School’s non-discrimination policies:

Director of Network Operations  
6401 The Paseo  
Kansas City, MO 64131  
816-268-5660

Further inquiries may also be directed to the Office for Civil Rights at: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov) .

Personal Property Loss

The Kauffman School does not carry insurance against loss or damage to personal property such as automobiles, bicycles, cameras, electronic devices including telephones, jewelry, clothing, musical instruments and sporting equipment. The Kauffman School does take reasonable care to provide for the safekeeping of students’ personal property, but thefts and damage do occur and it is appropriate to file claims under individual homeowners’ or renters’ policies in those instances. Because small electronic devices are frequently stolen, students are advised that the Kauffman School administration may not conduct investigations into their loss. The Kauffman School accepts no responsibility in the theft of these personal electronic devices. Students bring them to school at their own risk.

#### Recording of Meetings

The use of audio, video or other recording devices in any meetings between Kauffman School staff and parent/guardians, including, but not limited to, meetings held pursuant to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, shall be permitted only as set forth herein. If a parent or guardian desires to have a meeting recorded, he or she must make a written request to the organizer of the meeting at least two (2) business days prior to such meeting. The Kauffman School will make arrangements for the recording and provide the parent/guardian a copy of such recording within three (3) business days after the meeting. If the Kauffman School desires to have a meeting recorded, staff will inform the parent/guardian of such recording prior to the start of the meeting.

Meetings for which neither a parent nor the Kauffman School has requested a recording shall be presumptively confidential meetings and that both parties have agreed that it is in the best interests of the parent and the student to maintain such confidentiality. As such, if neither party has requested a recording as set forth above, the Kauffman School, the student and the student's parent(s) shall be deemed to have agreed that no recordings of the meeting may be made.

Meetings, trainings, and classes held via Zoom or other video-conferencing platforms may also be recorded according to the above policy.

#### Release From School

No child will be released to anyone other than the legal guardian(s) unless verified arrangements have been made in advance. This means that the Kauffman School will not release a student to a non-custodial parent unless the custodial parent has verified arrangements in advance. Permitted parents/guardians must come to the office, identify themselves, and sign out their child before he/she can be dismissed from school. Proper identification may be required.

#### Reporting Child Abuse

State law requires that any school employee who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or observes the child being subjected to conditions which would reasonably result in abuse or neglect, must immediately report or cause a report to be made to the Children's Division of the Missouri Department of Social Services. The appropriate steps and that policy are provided to each School employee in the Personnel Policies Handbook.

#### Residency Requirements

State law requires that all students attending the Kauffman School be permanently domiciled and living within the boundaries of the Kansas City, Missouri School District. To ensure that the Kauffman School is in full compliance with residency requirements, all families are required to provide proof of residency before the beginning of each school year. This annual requirement will help determine those students who are not residents of the Kansas City, Missouri School District and will not be allowed to attend the Kauffman School. In matters requiring affidavits to certify that a student's parent(s) and the student are domiciled with a resident of the Kansas City, Missouri School District, current forms must be submitted each year, even if no changes have occurred from the previous year. If a parent provides false information regarding residency, the student's offer of enrollment or admission will be withdrawn.

#### Guardianship

Any student wishing to enroll who is domiciled with a guardian residing within the school boundaries of the Kauffman School must submit legal documentation of the court appointed guardianship. Exceptions to this requirement may be made consistent with federal/state regulations. Students not domiciled with a resident parent or legal guardian will only be permitted to enroll if such students are considered "homeless children" within the meaning of state law.

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All parents/guardians of students must provide proof of residency during enrollment/registration which is scheduled late July/early August. Residency verification is required before students will be assigned to a classroom for the school year.

#### Parental Rights

The custody of a student is presumed to be held by the student's parents unless a court order states otherwise. In situations of separation or divorce, it is presumed that both parents will have joint legal custody of the student, and that either parent can make important decisions regarding the student such as, medical and educational matters, unless there is a court order on file to the contrary. If one parent informs the Kauffman School that the other parent has been denied custody or visitation, such parent must provide a copy of the court document as proof.

#### Safety Drills and Emergency Preparedness

Safety drills are held on a regular basis throughout the school year. These drills may include fire, building & bus evacuation, tornado, earthquake, bomb threat and lock-downs. Crisis and policy manuals including emergency drill practices and procedures are located at the school under the security of the building administrator and/or his/her designee.

#### Tobacco-Free School

To promote the health and safety of all students and staff and to promote the cleanliness of school property, the Kauffman School prohibits all employees, students and patrons from smoking or using tobacco products (including e-cigarettes) in all school facilities, on school transportation, and on all school grounds at all times. This prohibition extends to all facilities the Kauffman School owns, contracts for, or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children. This prohibition does not apply to any private residence or any portion of a facility that is used for in-patient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the school provides services. Students who possess or use tobacco products on Kauffman School grounds, school transportation or at school activities will be disciplined.

#### Volunteers

The Kauffman School welcomes participation of parents/guardians and community members in activities intended to promote the school's mission and improve academic performance. Prior to serving as a volunteer, each individual must complete an application and have a satisfactory background/criminal records check as required by the Missouri Department of Elementary and Secondary Education. Volunteer activities and services will be determined and/or approved by school leadership.

#### Video Security Cameras

The Kauffman School authorizes the use of video security cameras in the buildings and grounds to promote a safe school environment for students, staff and visitors. Appropriate signs will be posted in

building entrances and at other locations throughout the school to inform visitors, staff, students and parents/guardians that video recordings may occur on school property. The Kauffman School administrators may rely on the images obtained by the video security cameras in connection with the enforcement of Kauffman School policy, administrative regulations, building rules and other applicable law including disciplinary proceedings and matters referred to local law enforcement agencies. Except in special circumstances, the cameras may or may not record audio or other sound.

**Visitors**

The Kauffman School welcomes the opportunity to have parents/guardians visit the Kauffman School. All appointments with school personnel must be made through the Front Desk or with a Leadership Team member. Upon entering the building, all visitors must report to the Front Office, sign in, [participate in a security screening including a bag check and passing through a metal detector](#), and wear the provided visitor pass while in the building.

**Commented [KP6]:** Updated to reflect safety and security procedures.

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When a parent/guardian needs to conference with a teacher or counselor, an appointment should be made in advance. Anyone wishing to meet with any other staff member at the Kauffman School must schedule an appointment through the Front Desk or Leadership Team member.

When allowed by law, if a parent, advocate, or other person wishes to conduct an observation of any child, activity, teacher, or classroom, he or she must schedule an appointment through the Front Desk or with a Leadership Team member.

The Kauffman School will not tolerate any person whose presence disturbs classes or school activities or hinders the instructional process. Visitors to school property may not possess weapons, including concealed weapons, on school property, on school transportation, or at any school function or activity sponsored or sanctioned by the school unless the visitor is an authorized law enforcement official or is otherwise authorized by school policy.

All private or unauthorized vehicles need to follow the posted restrictions regarding one-way signs, parking, bus lanes, loading and unloading zones, etc. Vehicles are not to block other vehicles, and drivers should use only designated areas and routes for dropping off and/or picking up students at school.

The Kauffman School reserves the right to deny school tours or school visits based on the best interests of students. The school intends to institute a general freeze on school visits and tours during the first 60 days of the school year.

## ACADEMIC PROGRAM

In order to accomplish our mission to prepare students to excel academically and graduate from college, it is necessary that our academic program exceed state and national standards. Students graduating from the Kauffman School will be fully prepared to attend and graduate from college.

### Standards for Promotion

The Kauffman School's academic year is divided into four (4) quarters. All courses are one academic-year or one semester long. Students are expected to earn minimum year averages of 65 percent in the core academic courses counted towards a student's GPA as stated in the grading policy. Failure to meet the minimum expectation in one or more courses may put a student's promotion in jeopardy. In addition to the minimum course expectation, if students fail to meet any of the following criteria (listed in alphabetical order), promotion also may be in jeopardy at the discretion of the Principal, regardless of the length of time the student has attended the Kauffman School:

- **Attendance** – Students should have fewer than 10 absences for the school year.
- **GPA** – Students should maintain a GPA of 2.5 or greater for the school year.
- **Interim Assessments** – On interim assessments, students should achieve a score predictive of proficiency on the annual benchmark assessments.
- **ISS/OSS** – Students should have no more than 2 instances of ISS/OSS.
- **Lifework** – Students should maintain a completion rate of 96% or greater for each semester.
- **PREP Average** – Students should score a minimum PREP average of 85 points by the end of the year.
- **Reading Growth** – Students starting the academic year below their current grade equivalent reading level should achieve a minimum of 1.5 years of reading grade level growth as measured by the STEP assessment or end the year on grade level.
- **Reading Level** – Students should maintain a reading level of no more than 2 years behind the grade level they are being promoted to.

Should a student be retained in the 8<sup>th</sup> or 12<sup>th</sup> grades, the student will not be permitted to walk during the Promotion/Graduation Ceremonies at the end of that school year.

### Communications of Concerns Regarding Promotion

The Kauffman School works to provide excellent academic support throughout a student's time at the School. In the event a student is at risk for being retained in the same academic grade, actions will be taken by the Kauffman School in an effort to (1) support the student, and (2) inform a parent or guardian in advance. Note: if other people need to be informed of this information, it is the responsibility of the parent/guardian of the student to let them know.

The Kauffman School carefully considers all impacts of the decision to retain or promote students to the next grade level and makes those decisions based on what it believes will be in the best interests of the student. Should a parent/guardian have questions about the decision to retain his or her student, he/she may contact the Dean of Students or the Principal at the Kauffman School to discuss the decision. The School Principal has the final authority on the decision to retain or promote the student.

## **Grading Policy**

### **Grading Philosophy**

The mission of the Ewing Marion Kauffman School is to “Create College Graduates.” In order to achieve that, our grading policy reflects the rigors of a college preparatory curriculum and strives to communicate readiness to students, families, and teachers. EMKS commits to a grading policy that meets the following purpose:

**Purpose of grades:** Grades communicate a student’s mastery and mindsets that will lead to college graduation.

- Grades show academic readiness for secondary and post-secondary success
  - Grades show mastery of appropriate college-ready standards
  - Grades are an accurate representation of learning
- Grades reflect student mindset and habits that are crucial for secondary and post-secondary success
  - Grades are feedback to students to reinforce growth mindset
  - Grades are a tool to build academic pride
- Grades represent to colleges how prepared students are to succeed

The specifications below demonstrate how EMKS seeks to meet this vision through grading policies and practices. These policies reflect the differing demands of different age-ranges, based on the consideration that students in 5<sup>th</sup> and 12<sup>th</sup> grade (as well as different grades in between) may have differing needs in grading – as they do as learners.

**Grading Categories & Weights**

**High School**

Category	Weight	Description	Typical # Assignments (per quarter)	Supports Overview
Interim Assessments	9 <sup>th</sup> : 20% 10 <sup>th</sup> : 25% 11 <sup>th</sup> : 30% 12 <sup>th</sup> : 35%	Quarterly assessments that serve as a “mid-term” and a “final” for each semester of content. These assessments demonstrate overall mastery of skills and content covered in a quarter/semester.	One exam per quarter	Interim assessments will be scaled or curved based on the level of rigor prior to entry in the gradebook. This will occur based on the rigor of the assessments the content of the interim is aligned to (Advanced Placement, ACT, etc.)
Mastery Assessments	9 <sup>th</sup> : 30% 10 <sup>th</sup> : 25% 11 <sup>th</sup> : 20% 12 <sup>th</sup> : 15%	Assessments of student’s mastery over a short period of time (i.e. a day or week). Mastery assessments may include exit tickets, weekly quizzes and/or notes graded for accuracy.	At least two per week	<a href="#">Mastery assessments worth more than 2-3 points per assignment. If a low percentage of the class masters a standard, teachers may re-teach this standard to their class, re-assess the skill, and re-enter the grade of the re-taught skill to replace the original grade. Score floor of 50% for completed assignments.</a>

**Commented [KP7]:** Updated to reflect an adjustment to the HS grading policy.

**Deleted:** Mastery assessments worth more than 2-3 points per assignment may be revised within one week of submission. These resubmissions will be graded for accuracy and a student can receive up to full credit (max percentage decided by the teacher) if they demonstrate full mastery of the content.¶  
 If a low percentage of the class masters a standard, teachers may also re-teach this standard to their class, re-assess the skill, and re-enter the grade of the re-taught skill to replace the original grade.¶  
 ¶  
 Score floor of 50% for completed assignments.



Category	Weight	Description	Typical # Assignments (per quarter)	Supports Overview
Summative Assessments	9 <sup>th</sup> : 20% 10 <sup>th</sup> : 25% 11 <sup>th</sup> : 30% 12 <sup>th</sup> : 35%	Regular assessments that measure mastery of content covered over the course of a unit. This may include unit tests, essays, projects, lab reports, etc.	Two per quarter	Students may re-submit summative assessments based on the following conditions:  - Tests must be re- taken during the day in the room with a teacher during Office Hours, Lunch, or Break. Students can earn up to full credit on their re- take. - Reports, projects and essays may be revised and re- submitted based on one round of feedback for up to full credit on re- submission. - Score floor of 50% for completed assignments
Lifework	9 <sup>th</sup> : 20% 10 <sup>th</sup> : 15% 11 <sup>th</sup> : 10% 12 <sup>th</sup> : 5%	Daily work that either serves as additional practice of content covered in a prior lesson or work that must be completed to prepare a student for content in an upcoming lesson.	Daily assignments, grades entered weekly	Students may turn in Lifework assignments up to 24 hours late for up to 75% credit, based on accurate completion.
Attendance and Participation	9 <sup>th</sup> : 10% 10 <sup>th</sup> : 10% 11 <sup>th</sup> : 10% 12 <sup>th</sup> : 10%	Serves as an assessment of students' ability to be in class daily and contribute to class learning. Participation may include sharing out in class and/or completion of work/notes.	Daily grades entered weekly.	

**Note:**

- All core academic courses (English Language Arts, Social Studies, Science, Mathematics) will follow the specific grading policy above.
- Elective courses (Practical Arts, Fine Arts, Physical Education, Health, Foreign Language) will adapt the grading categories and weights above to meet the specific needs and demands of their content.

This document is for informational purposes. The information in this document may be changed without notice subject to subsequent approval by the Board of Directors of the Ewing Marion Kauffman School as set forth in the Official School Board Policies of the Ewing Marion Kauffman School, Inc.

**Upper Middle School (7-8)**

Category	Weight	Description	Typical # Assignments	Supports Overview
Classwork-Effort	10%	Any task where students demonstrate effort/completion of content <ul style="list-style-type: none"> <li>• Completion of Do-Nows</li> <li>• Completion of Lecture/guided notes collected and graded</li> <li>• Participation in Socratic Seminar Discussions</li> <li>• Participation in class</li> </ul>	Content-dependent	Score floor of 50% for exit slips only  N/A: No revisions on effort-based grades
Lifework	20%	Graded for both effort/completion and accuracy <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade: No packet, accuracy-based grading 2x/wk</li> <li>• 8<sup>th</sup> Grade: No packet, accuracy-based grading 3x/wk</li> </ul>	Content-dependent	Effort-based revisions for 50% of points back
Classwork-Accuracy	35%	Any task where students demonstrate mastery but content breadth is minimal and can access resources for support (teacher, book, notes, etc.) <ul style="list-style-type: none"> <li>• Graded Do-Nows</li> <li>• Lecture/guided notes collected and graded</li> <li>• Graded Exit Tickets</li> </ul>	Content-dependent	Score floor of 50% for exit slips only  Effort-based revisions for 50% of points back

Category	Weight	Description	Typical # Assignments	Supports Overview
Summatives	25%	Any formal assessment where students have to internalize content that spans a significant amount of time and demonstrate mastery without support from teacher, peers, or resource. <ul style="list-style-type: none"> <li>• Weekly quizzes</li> <li>• Unit Assessments</li> <li>• In-Class Performance-Based-Writing Tasks</li> <li>• Essays/Projects</li> </ul>	Content-dependent	Effort-based revisions for 50% of points back  Replacement grade for reteach/remastery
Standardized Tests/Interims	10%	<ul style="list-style-type: none"> <li>• ANets</li> <li>• STEP</li> </ul>	Content-dependent	10% category weighting

**Lower Middle School (5-6)**

Category	Weight	Description	Typical # Assignments	Supports Overview
Classwork (Effort)	20%	Any task where students demonstrate effort/completion of content <ul style="list-style-type: none"> <li>• Completion Do-Nows</li> <li>• Completion of Lecture/guided notes collected and graded</li> <li>• Participation in Socratic Seminar Discussions</li> <li>• Participation in class</li> </ul>	Content-dependent	Score floor of 50% for exit slips only
Lifework (Effort & some accuracy)	20%	Graded for both effort/completion and accuracy <ul style="list-style-type: none"> <li>• 7<sup>th</sup> Grade: No packet, accuracy-based grading 2x/wk</li> <li>• 8<sup>th</sup> Grade: No packet, accuracy-based grading 3x/wk</li> </ul>	Content-dependent	No revisions

Category	Weight	Description	Typical # Assignments	Supports Overview
Classwork-Accuracy	30%	Any task where students demonstrate mastery but content breadth is minimal and can access resources for support (teacher, book, notes, etc.) <ul style="list-style-type: none"> <li>Graded Do-Nows</li> <li>Lecture/guided notes collected and graded</li> <li>Graded Exit Tickets</li> </ul>	Content-dependent	Score floor of 50% for exit slips only
Summatives	20%	Any formal assessment where students have to internalize content that spans a significant amount of time and demonstrate mastery without support from teacher, peers, or resource. <ul style="list-style-type: none"> <li>Weekly quizzes</li> <li>Unit Assessments</li> <li>In-Class, Performance-Based Writing Tasks</li> <li>Essays/Projects</li> </ul>	Content-dependent	Effort-based revisions for 50% of points back
Standardized Tests/Interims	10%	<ul style="list-style-type: none"> <li>ANets</li> <li>STEP</li> </ul>	Content-dependent	10% category weighting

**Middle School (5-8)**

Students are taught in the same core disciplines in all middle school grades. All courses included in GPA are weighted equally.

Course	Included in GPA Calculation?
Textual Analysis (ELA)	Y
Math	Y
Science	Y
Reading Lab / Social Studies	Y
Specials (Art, Music, Theatre)*	N
Fitness*	N
PREP*	N

\*Denotes Courses Graded on a Standard Rubric. Student Performance is categorized as Developing, Intermediate or Expert.

**Commented [KP8]:** EMKS will no longer have a Guided Reading course. This course will be replaced by Reading Lab and Social Studies.

**Deleted:** Guided Reading

**Grading Scale**

The Kauffman School will utilize a point system for all core academic classes. The teacher will determine the number of points possible per assignment. Student responses on assignments will determine the points earned based on the number of correct responses or a teacher-generated rubric. The points earned out of the total points possible will be used to calculate a percent score which will be the student’s grade.

The Kauffman School will utilize a +/- letter grade scale. The overall letter scale correlates to the score percentage and grade points (used to calculate GPA) presented below:

Letter Grade	Course Grade Range (%)	Grade Points
A+	97 – 100	4.33
A	93 – 96	4.00
A-	90 – 92	3.67
B+	87 – 89	3.33
B	83 – 86	3.00
B-	80 – 82	2.67
C+	77 – 79	2.33
C	73 – 76	2.00
C-	70 – 72	1.67
D+	67 – 69	1.33
D	65 – 66	1.00
F	Below 65	0.00

Students that meet the expectations of a Pre-AP or Honors course will earn 0.5 additional grade points in that course. Students that meet the expectations of an AP course will earn an additional 1.0 grade points. These value-add GPAs will be reflected on external transcripts only. For all other internal purposes, the school will use the student’s GPA without additional grade points.

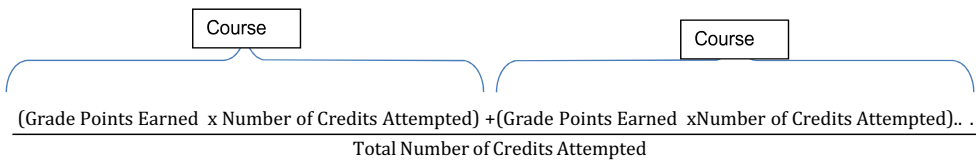
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### Grade Point Average (GPA) Calculation

#### High School

A student's high school GPA takes is based on the student's overall course grade (Grade Points Earned) and the number of credits attempted. As such, grades in two credit courses have a larger effect on a student's overall GPA as compared to one or half-credit courses.

#### GPA Formula


$$\frac{(\text{Grade Points Earned} \times \text{Number of Credits Attempted}) + (\text{Grade Points Earned} \times \text{Number of Credits Attempted}) \dots}{\text{Total Number of Credits Attempted}}$$

#### Middle School

A student's middle school GPA is an average of the grade points earned (GPE) in all classes counting toward GPA. Each course is equally weighted. This formula may change depending upon the number of "Specials" (Music, Art, Theatre, Step, etc.) courses a student is enrolled in. If a student is in more than one specials course, each would be factored into the students GPA. Note: Fitness and PREP grades are not factored into a student's GPA.

$$\frac{\text{ELA GPE} + \text{Math GPE} + \text{Science GPE} + \text{Guided Reading GPE} + \text{Specials GPE}}{\text{\# of Courses Attempted}}$$

Two-credit courses are classes that meet for 100 minutes every day from Monday-Thursday and select Fridays. Single-credit courses meet for 50 minutes every day Monday-Thursday and select Fridays. Half-credit courses meet for 50 minutes every other day Monday-Thursday and select Fridays.

Students that did not meet course requirements during the year (earned a grade below a 65) may also be required to participate in Credit Recovery. The Kauffman School will decide annually, depending on the course, whether to offer the option. A student must meet the requirements of Credit Recovery outlined for the course in order to earn credit.

### Academic Assessment

The Kauffman School will communicate performance and progress to students and families on a regular basis. The following are some of the ways in which the school may provide academic information to families:

- Weekly PREP Report
- Quarterly Report Cards – Report Cards must be picked up at teacher conferences.
- Mandatory Parent/Guardian Teacher Conferences
- Regular Assessment, Analysis, and Reporting
- Weekly attendance report and access to grades through the parent portal

### Mandatory Parent/Guardian Conferences

Academic success and college preparedness are at the heart of the Kauffman School's mission. Parent/guardian participation in regular conversations with teachers and attendance at mandatory report card conferences are essential to the success of each and every student at the school.

The Kauffman School schedules parent/guardian conferences during the year to provide updates on academic progress and an opportunity to discuss next steps necessary for the academic growth and success of each student. A variety of times will be available to schedule conferences that accommodate work schedules and other circumstances.

It is the responsibility of each student's parent/guardian to attend conferences on the scheduled date. If a substitute must attend a conference due to an emergency situation, the responsible party must be at least 18 years of age and listed as one of the student's authorized contacts. Failure to attend any such mandatory parent/guardian teacher conferences may minimize the academic growth of your student, which can seriously jeopardize grade-level promotion.

Throughout the year, parents/guardians should notify the school within 48 hours if any contact information or emergency contact information changes. Please provide changes to the Office Manager at 816-268-5660.

## Graduation Requirements

There are multiple components of the Kauffman School's graduation requirements:

### Component 1 - Annual Promotion to the Next Grade

Students must annually meet the Standards for Promotion (as defined in the Kauffman School's Student & Family Handbook). A student will only be considered as a candidate for graduation when they have been promoted to 12th grade, meet promotion requirements during their 12th grade year, and have subsequently completed Components 2 and 3 as described below.

### Component 2 - Fulfillment of Credit Requirements

Students must fulfill the following credit requirements:

- English: 6 credits
  - 2 in 9th grade (Honors English, double block)
  - 2 in 10th grade (Pre-AP English, double block)
  - 1 in 11th grade (AP / Honors English Language & Composition)
  - 1 in 12th grade (AP / Honors English Literature & Composition)
- Mathematics: 4 credits
  - 2 in 9th grade (Honors Algebra I, double block)
  - 2 in 10th grade (Honors Geometry and ACT Math)
  - Note: 11th and 12th grade Math credits will count towards the Missouri state minimum credits in the Electives category
- Science: 3 credits
  - 1 in 9th grade (Pre-AP Biology)
  - 1 in 10th grade (Pre-AP Chemistry)
  - 1 in 11th grade (Honors Physics)
  - Note: 12th grade Science credit will count towards the Missouri state minimum credits in the Electives category
- Social Studies: 3.5 credits
  - 1 in 9th grade (Pre-AP World History)
  - 1 in 10th grade (AP World History)
  - 1 in 11th grade (AP / Honors US History)
  - 0.5 in 12th grade (AP Government)
- Fine Arts: 1 credit
- Physical Education: 1 credit
- Health: 0.5 credit
- Personal Finance: 0.5 credit
- Practical Arts: 2 credits
  - 2 credits of College Seminar
- Electives: 7 credits
  - 1 in 9th grade (Spanish I)
  - 1 in 10th grade (Spanish II)
  - 2 in 11th grade (AP Seminar and Pre-Calculus)
  - 3 in 12th grade (AP Research/College Writing; AP Calculus/College Algebra; AP Biology/AP Computer Science)
- Total: 28.5 credits

**Commented [KP9]:** These Graduation Requirements are not new, but we have not previously included them in this handbook. We are doing so going forward for transparency and easy access.



Note: For Kauffman students who graduated or are on track to graduate prior to 2025, graduation requirements vary slightly due to historical course offerings and needs of virtual learning during the 2020-21 school year.

### Component 3 - Enrollment in Other EMKS-Offered Courses

All students must be enrolled in other EMKS-offered courses throughout high school, currently including but not necessarily limited to:

- ACT Prep Class
- College Seminar
- Office Hours

The courses noted above do not impact a student's GPA. Component 4 - Completion of Missouri End-of-

### Course Assessments

The Missouri Assessment Program assesses students' progress toward mastery of the Missouri Learning Standards which are the educational standards in Missouri. The Missouri Assessment Program includes required End-Of-Course assessments in the subject areas of:

- Algebra 1
- Biology
- Algebra 2 (for students who pass Algebra 1 in middle school)
- English 10
- American Government

Note: Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's Individualized Education Program (IEP).

### Glossary

AP Credit - The AP® Program is a College Board developed program that allows students to earn college credit while still in high school. AP credit is awarded based on a passing exam and/or performance task score at the end of an academic year. Students receive a score of 1-5, which correlates to letter grades granted in college classes. While a "passing" AP score is considered to be a score of 3 or higher, most colleges will only accept transfer credit for scores of 4 or higher to fulfill degree completion requirements upon matriculation.

Dual Credit - Dual Credit is a program through which students may earn college credit while still in high school through the University of Missouri-Kansas City. Unlike AP credit, Dual Credit is earned through graded assignments that are cumulative over the course of an academic semester or year; Dual Credit is not awarded based on a single assignment score. All public in-state Missouri colleges and universities will accept transfer credit of Dual Credits earned through this program; however, private institutions and out-

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of-state colleges and universities do not universally accept this type of credit, and will accept it on a case-by-case basis. Dual Credit transcripts must be submitted to any college or university to which a student applies, regardless of their grade in the course.

#### Special Education

The Kauffman School employs a Director of Special Education Fellow who oversees Special Education compliance and supports Learning Support Specialists in ensuring all students are supported to meet the school's expectations. We believe all students are capable of entering and completing college, and we will provide services and instructions based on that belief.

Parents/guardians will be contacted as appropriate by the Manager of Special Education to discuss student needs and accommodations.

It is the policy of the School to develop an individualized educational plan (IEP) for each public school student with a qualifying disability who needs special educational services in accordance with applicable law, including the Individuals with Disabilities Education Act (IDEA), and its amendments, Section 504 of Rehabilitation Act of 1973, §162.670-.995, R.S.Mo., and Missouri's State Plan for Part B of the IDEA. The school will implement transition goals, individualized assessment, and extended school year services as appropriate for the student.

To obtain a copy of the School's IDEA procedural safeguards, including appeal procedures, please contact the Director of Special Education at 816-268-5660.

#### English Learners

The Kauffman School employs an English Learner Program Manager who oversees English Learner program compliance, and supports English learners ("EL") to be successful both socially and academically. The English Learner Program Manager and classroom teachers will help EL students build English proficiency while respecting and celebrating the wide variety of cultures, histories and experiences that EL students bring to our community.

While our EL students work towards English proficiency, the English Learner Program Manager and classroom teachers will maintain regular communication with the families of EL students in order to inform them of their children's progress. A more detailed description of the specific procedures for identification, placement and development of EL students is set forth in the Kauffman School EL Policy posted on the school's website at [www.kauffmanschool.org](http://www.kauffmanschool.org).

#### Student Transcripts and Academic Records

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance and kept on file in accordance with State law. Each student's educational record will include information required by state and federal statutes, regulations or agencies, and shall include other information deemed necessary by school officials. The parents/guardians of (minor) students who are attending or have attended the Kauffman School have the right to inspect and review the educational records of their students and to request amendment of their students' educational record. Except as otherwise required, in compliance with the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, records containing student health information will be stored separately from other student records. Upon request from a school or school district (or educational

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agency) to which a former student has applied for admission, the Kauffman School will disclose to the requestor the following:

- Directory information
- Academic transcripts
- Medical record information
- Any and all information related to a student's participation in and progress related to an Individual Education Plan (if applicable);
- All student discipline records; and
- Any violations of the Missouri Safe Schools Act

With written permission from the student's parent/guardian, the Kauffman School will provide directory information and academic transcripts for other purposes, such as scholarship applications.

#### Academic Integrity

Student academic work is at the heart of the Kauffman School's programming and purpose. All school staff believe that with effort and hard work all students will succeed. Academic dishonesty threatens this core belief and the integrity and results of the academic program. If an instructor should encounter an incident of academic dishonesty in the classroom, the following steps will be taken:

#### Addressing Issues of Academic Dishonesty

- Instructor suspecting an act of academic dishonesty shall discuss the matter thoroughly with the student involved. After determining the extent of the alleged violation, an instructor will place a letter in the student's permanent record describing the violation.
- The student will be given zero credit on the assignment or exam in question. The instructor will submit a summary of the incident and evidence as well as a recommendation for a consequence to the Principal and the Chief Executive Officer. The recommendation will be considered and a consequence issued based on the severity of the offense.
- Generally, students committing an act of academic dishonesty will receive an automatic detention that day (minor violation) or suspension (major violation), though the Principal can recommend alternative consequences to the Chief Executive Officer as appropriate.

## KAUFFMAN SCHOOL EXPECTATIONS

### Lifework (Middle School)

Lifework will be checked for quality and completeness upon students' arrival at school every day. Assignments are expected to be neat and professional. Students will receive an automatic detention for lifework that is incomplete or for Reading Logs and PREP Reports that are not signed by a parent or guardian. It is important for students to learn responsibility and ownership of their schoolwork – the kind of responsibility they will need to take for themselves in college. As such, students who forget homework will not avoid the consequences listed in this section even if a parent/guardian brings the work to school for them.

To ensure students have every opportunity to get support with their homework, teachers may be available by phone for lifework support. Lifework will be graded for completion, accuracy, or a combination of the two, depending on the grade level:

- 5<sup>th</sup>: completing Lifework nightly, completion based only
- 6<sup>th</sup>: completing Lifework nightly, partial accuracy-based,
- 7<sup>th</sup>: completing Lifework nightly, partial accuracy-based,
- 8<sup>th</sup>: completing Lifework nightly, partial accuracy-based,

### Lifework (High School)

In EMKS' High School, teachers will assign and collect content-specific assignments. These assignments will be graded in a way that is accuracy-based - and the score for the assignments will be included in students' grades. As in middle school, is important for students to learn responsibility and ownership of their schoolwork – the kind of responsibility they will need to take for themselves in college. As such, assignments in high school may mirror 'college-style' assignments - including essays, projects, problem sets, and outside of class reading. These assignments may span multiple days - and may not adhere to a predictable daily schedule - just like assignments will not in college. To ensure students have every opportunity to get support with their homework, teachers may be available by phone for lifework support.

### Halls Policy

Our hall policy intends to maximize the amount of time students spend engaged in academic activities, further preparing them for college graduation. Quiet, orderly halls help promote a safe environment for our students and increase academic performance by enhancing the capacity of staff to monitor behavior – reducing the risk of bullying, limiting verbal/physical fights and other forms of harassment, reducing tardiness, and promoting a professional environment for our staff and students. As determined by the Principal, students in older grades/classes may begin transitioning in a quiet and orderly way without walking in lines. Staff will continue to monitor student behavior to maintain a safe and professional learning environment.

**Commented [KP10]:** Lifework sections have been updated to reflect differences in MS and HS expectations.

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**Deleted:** (3 days/week)

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### Supplies

The Kauffman School will provide some student supplies and clearly indicate what supplies should be provided by the student. Upon discretion, different supplies will be allowed in different grade levels as designated by the school principal/leadership. If a staff member finds it appropriate to confiscate items from a student, items of minimal value are not likely to be returned to students. Some of these items may include: blankets, writing utensils, erasers, jewelry, food/snacks, toys, lotion, body spray, or any item that distracts students from learning.

### School Meals

The Kauffman School participates in the USDA child nutrition programs, including the National School Lunch Program (“NSLP”) and the School Breakfast Program (“SBP”). The Kauffman School is committed to offering school meals through the NSLP and SBP programs, and other Federal child nutrition programs, as more specifically set forth in the Wellness Policy posted on the school’s website at [www.kauffmanschool.org](http://www.kauffmanschool.org).

Students will be served breakfast, lunch, and two snacks each school day. Students desiring to eat school breakfast must arrive at the school no later than 7:55 a.m. The Kauffman School will serve healthy meals and containing low or no sugar and meeting federal healthy meals standards. We ask you to join us in our efforts by only sending healthy, balanced meals to school with your student.

### Mobile Phone and Electronics Policy

We will avoid any distraction that could negatively impact a student’s path to college. In middle school, the use of mobile phones and other personal electronics is strictly forbidden during school hours. Students with mobile phones must keep them turned off (not on silent or vibrate) during the school day. They must be left in a student’s backpack and not on their person. Students in violation of this policy will receive an Automatic Detention and may their item confiscated until the end of the school day. In high school, students may use phones during specifically allowed times (break, breakfast, lunch, etc.). At other times, they must remain silent and out of sight.

- Students may not use a mobile phone or personal electronic device to take pictures or record audio/video during the school day. Students may only use mobile phones or personal electronic devices on Kauffman School sponsored field trips with teacher or staff approval. Failure to adhere to this policy could result in disciplinary action and confiscation of the device. A parent/guardian may be required to pick up the mobile phone or personal electronic device and meet with a member of the Kauffman School leadership team.
- Mobile phone or personal electronic devices brought to school by students are subject to search if reasonable suspicion arises that the mobile phone or personal electronics device contains evidence of a threat to the safety of people and/or property at the School and/or a violation of Kauffman School policy or the law. Under such circumstances, such mobile phone or personal electronics device may be confiscated by Kauffman School staff, and students will be required to provide access to their personal electronic device’s data. Refusal to do so may result in other discipline for the failure to cooperate.
- Items confiscated can be picked up in the front office by a parent/guardian.
- Repeated offenses within the same school year will result in further disciplinary action at the discretion of school leadership.

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- The Kauffman School is not responsible for the loss or theft of mobile phones or other personal electronic devices at any time.

#### Student Contact During School Hours

If a student forgets lunch money, a permission slip, a book, homework, or other items necessary for their day at school, a parent/guardian may bring those items to the school's Front Office. Kauffman School staff will ensure that the item is delivered to the student. *Students will not be called out of class to receive phone calls or meet visitors in the school.* In cases of emergency, parents/guardians should contact the Front Office. Kauffman School staff will then deliver the message to the student or make appropriate arrangements.

#### Parents/Guardian Response

Parents/guardians of Kauffman School students are expected to come to the school or make immediate arrangements for students when contacted regarding misbehavior, illness, or other situations requiring a parent/guardian's presence.

#### Respect and Civility

There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome in our schools. The Kauffman School Board and school staff, recognizing that we are a multi-racial, multi-ethnic, multi-lingual school, believe it is part of our mission to provide a positive, harmonious environment in which respect for the diverse makeup of the Kauffman School community is promoted. The Kauffman School will not tolerate behavior by students, staff or visitors which insults, degrades or stereotypes any race, gender, disability, physical characteristics, ethnic group, sexual preference, age, national origin or religion.

## DRESS CODE

The Kauffman School enforces a Dress Code to promote a professional environment and emphasize a college preparatory atmosphere, all at the discretion of the Leadership Team. Students must board the bus, arrive at school, and depart from school in uniform. Violations of the dress code will result in disciplinary actions as appropriate. Parents/guardians will be contacted when students arrive at school in violation of the following Dress Code policy:

**Commented [KP11]:** Dress code has been updated to be more intentional, clarify any confusing points, and address questions that arose due to new styles and fads.

- Shirts
  - Students in grades 5-8 must wear school-issued polo shirts only, students in grades 9-12 must wear white, long sleeved shirts or white polos with the School logo. New students in grades 5-8 will be provided one (1) school-issued polo shirt at the start of the School year, and new students in grades 9-12 will be provided one (1) school-issued polo shirt at the start of the School year. All students may wear short or long-sleeved t-shirts or turtlenecks underneath their long sleeved shirts (no hoodies under uniforms); in grades 5-6, these must be neutral solid colors, in middle school, shirts must be tucked in at all times; in high school they may be worn untucked. School issued fleeces and long-sleeve shirt will be available for purchase and students may wear these over their school-issued uniforms – a school-issued uniform shirt must be worn under the fleece at all times.
- Pants/Shorts
  - Students must wear khaki pants or shorts only (capri pants are permitted). Uniform pants must *not* have extra zippers, large outside pockets, or other fashion garnishments anywhere on them, i.e., “cargo pants.” Pants must have belt loops. No excessively tight or excessively baggy pants are allowed. Shorts must be at least fingertip length with hands resting at the side.
- Belt
  - Belts are recommended but not required. Pants must be appropriately worn at all times.
- Socks
  - Students in grades 5-6 must wear solid black socks with no logos, or with a very modest all-black logo. Students in grades 7-12 may wear socks of any variety provided they follow all general rules of uniform.
- Shoes
  - Students in grades 5-8 must wear solid black shoes with black laces and no logos, or with a very modest all-black logo. Large plastic or vinyl logos, or logos outlined in a different color are not acceptable. Shoes may not be composed of reflective material or any other material that causes shoe to change color in various lightings. Students in grades 9-12 may wear any close-toed shoes they choose. They may not wear “slides” as shoes. (Parents/guardians should contact the school with any questions regarding acceptable footwear.)
- General Rules
  - No clothing or personal grooming that disrupts or can be reasonably forecasted to disrupt the educational environment is permitted.

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**Deleted:** Skirts are not permitted.

**Deleted:** Students must wear a solid black or brown belt with no designs (students in grades 5-6) or any colored belt (students in grades 7-8). Pants must be belted at the waist at all times. Students in high school are not required to wear a belt but p

**Deleted:** may wear black shoes with modest colorings on them (refer to photos below) or dark colored, flat dress shoes. Laces must be tied and Velcro must be strapped.

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- In middle school, no non-Kauffman outerwear will be allowed to be worn in the building, though schoolfleeces and other school outerwear will be available for purchase. In high school, non-Kauffman outerwear may be allowed at the discretion of administrators.
  - Headwear, including but not limited to hats and sweatbands, may not be worn, except for religious reasons.
  - Jewelry may not be distracting, make noise, or have inappropriate connotations.
  - Sunglasses may not be worn.
  - Backpacks/luggage with wheels and other bags deemed a distraction by the Chief Executive Officer, Principal, or Dean of Students are not permitted.
  - On dress down days, students may be required to bring their dress down letter to participate in the dress down day.
- Risk Mitigation and Protective Health Measures
    - Due to the risk current and future pandemics and outbreaks of various contagious, transmissible, and/or infectious diseases, the Kauffman School reserves the right to require mitigation or protective measures to protect students and faculty. These rules may be applied to students, staff, and visitors as deemed necessary. Appropriate and necessary documented medical accommodations will always be considered.

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**Deleted:** The high school cardigan may not be worn by middle school students.

Uniform Purchase - New and Replacement Items

Dressing professional is a critical skill for success in college and in life and we are excited to teach this skill to our students. Dressing professional also ensures that students represent themselves positively to others at the Kauffman School and in their community. As students enter the building, their uniform is checked thoroughly and any student who is out of uniform or has an article missing earns a consequence. Individual uniform items will be charged to student accounts if the student is out of uniform. Once the item is charged, the student can then keep the article supplied by the School. Families may return belts and shoes to the School and will receive a credit to the student account as long as the items are returned in the same condition as received from the School. Below is a list of fees for the uniform items that may be purchased from the School:\*

**Deleted:** <#>For health reasons, masks are currently required for all employees and students to mitigate flu, cold, pandemic, and any other communicable diseases.  
-----Section Break (Next Page)-----

Pants	\$20
Belts	\$10
Socks	\$3
Shoes	\$10
Polo	\$10
White T-shirt	\$5
Fleece	\$30
¼ Zip Pullover	\$35
High School White Oxford	\$25
High School Navy Blazer	\$60
High School Navy Cardigan	\$35
High School Tie	\$25

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\*All amounts are subject to change based on market value.

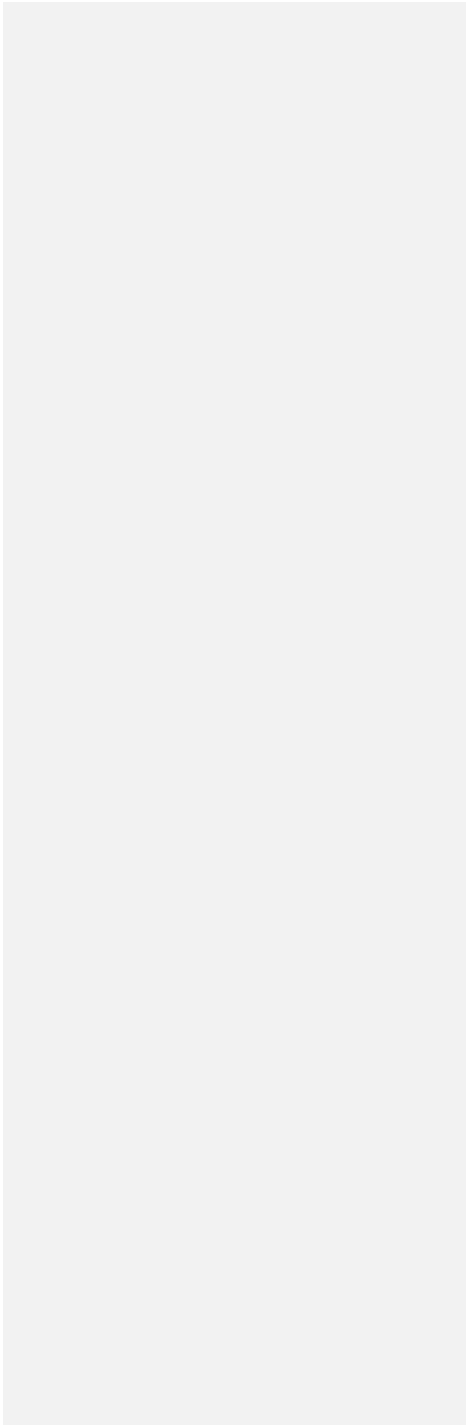
**Deleted:** High School Patches - \$4

\*\*Students are also considered out of uniform if they wear skinny khakis, socks with logos, haircuts with designs, excessive hair accessories, etc.

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Parents/Guardians will be notified by phone and uniform violation notices will be sent home with the student as they occur. Families/guardians must pay their student account in full in order to receive their student's report card, ensure their student is eligible for school-sponsored field trips, after school programs, and other school privileges. Please contact the main office at 816-268-5660 with any questions.



## ATTENDANCE

### Compulsory Attendance

The law requires all children between 7 and 17 years of age, or 17 years of age with fewer than 16 credits toward graduation earned, to regularly attend a public, private, parochial, parish, home school or a combination of such schools for the duration of the entire school term.

Parents, guardians or other persons having legal custody of a student may obtain a court order requiring students to attend school until the student receives a high school diploma or its equivalent, or reaches the age of 18.

### Attendance Expectations

Once enrolled in the school, students are expected to attend regularly and student's parents/guardians are expected to communicate regularly and honestly with the Kauffman School regarding the student's absences.

If students are not in class, they are not learning what they need to complete college. Students are expected to attend school every day except in cases of illness or serious emergency.

Parent/guardians should follow these guidelines with regard to attendance:

- Call [or text](#) the Front Office (816-268-5660) as early as possible before 7:45 a.m. the morning of the absence regardless of the reason.
- Parents/guardians must [contact](#) the school the day a student is absent in order for the absence to be counted as excused.
- Please schedule doctor, dental, and other appointments during non-school hours to ensure your child's regular attendance.
- Vacations are not excused absences. Please schedule personal vacations for school holidays and breaks when school is not in session.

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### Excused Absence

In order for an absence to be excused, it must be due to illness or injury, death in the immediate family, significant family crisis, or religious holidays. Additional reasons for excused absences not listed may be allowed based on approval by school administrator. In order for an absence due to an appointment to count as excused, a note must be brought into the front office within 48 hours of the absence. Celebration of a birthday and "take your child to work day" **are not** considered excused absences. A parent/guardian must notify the school within 48 hours after the day of the absence for it to be counted as excused. Illness resulting in three (3) or more consecutive absences requires a doctor's note. In the interest of public health and safety, students with contagious or communicable diseases or symptoms *should not* be brought to school.

Colleges review absences in their evaluation of our students. We strongly encourage students to minimize the number of absences they incur. Ten (10) or more absences of any kind during the school year may result in grade level retention.

#### Unexcused Absence

All other absences not listed above will be unexcused, unless approved at the discretion of the Principal or the Chief Executive Officer. Failure by the parent/guardian to notify the school within 48 hours after the day a student is absent means the absence is unexcused. Colleges review absences in their evaluation of our students. Unexcused absences remove 20 points from a student's PREP score. Unexcused absences reflect poorly on student conduct, so we strongly encourage students to minimize the number of unexcused absences they incur. Ten (10) or more absences during the school year may result in grade level retention or other actions as appropriate.

The Kauffman school will attempt to contact a parent or guardian any day a student is absent from the school, but it is the parent/guardian's responsibility to ensure the school is informed of the reason for a student absence the day the student is not in school. The parents/guardians of students with excessive unexcused absences may be required to meet with Kauffman School staff to address the issue. The Kauffman School may have a responsibility to report excessive unexcused absences to the Children's Division of the Missouri Department of Social when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents/guardians.

#### Appeal Process for Absences

If the student or parent/guardian feels that justifiable or extraordinary circumstances have contributed to reaching the ten-day absence threshold, the student and parent/guardian may appeal to the Principal.

Where the Principal upholds the denial of course credit based on excessive absences, the student and parent/guardian may request a hearing before the Board of Directors. Parties who desire to appeal the decision of the Principal must notify the CEO within ten (10) days of the decision. Failure to make a timely request for a Board hearing will result in the denial of credit as affirmed by the CEO. Procedures for a Board hearing shall be the same as provided for in any student disciplinary matter.

#### Make-up Assignments for Absences

Students have the opportunity to make up missed work for each day absent. Students must turn in make-up work within one week of returning from an absence.

#### Prearranged Absences

If parents/guardians are aware in advance of situations requiring student absences, they should notify the Front Office (816-268-5660) as far ahead of the absence as possible. If reasonable time permits, arrangements will be made to get assignments from teachers. Students should generally avoid these types of absences, particularly during assessments.

#### Early Dismissals

Every moment of class time is precious and the Kauffman School discourages early student dismissals except in cases of illness or family emergency. If an early dismissal is necessary, parents/guardians should notify the Front Office as soon as possible prior to the date or time of the early dismissal. Students must be checked out and picked up in the Front Office. [All students leaving early must be picked up by 2:45 PM \(Monday-Thursday\) or by 12:45 \(Friday\) as to not interfere with regular dismissal.](#) Students leaving the Kauffman School before the end of the school day may lose 5 points from their PREP score. Parents/guardians of students with excessive early releases may be required to meet with Kauffman School staff to address the issue.

**Commented [KP12]:** Policy is updated to account for dismissal procedures, staff obligations during dismissal, and student safety.

### Tardies

Students arriving at the Kauffman School after 8:00 a.m. are considered tardy. Students who are tardy may lose 5 points from their PREP score. Parents/guardians of students with excessive tardies may be required to meet with Kauffman School staff to address the issue.

In high school, students are also considered tardy if they do not arrive to each class on time during the school day. Students receiving repeat tardies will be assigned consequences based on the chart below:

<u>High School Tardy Consequences</u>		
<u>Threshold per semester)</u>	<u>Consequence</u>	<u>School Action</u>
<u>7 tardies</u>	<u>1 day Deans room</u>	<u>Parent call, email</u>
<u>14 tardies</u>	<u>1 day ISS</u>	<u>Parent meeting, transition plan, email (2 weeks) parent collaboration</u>
<u>21 tardies</u>	<u>1 day OSS</u>	<u>Parent meeting, updated transition plan, email, (4 weeks) parent collaboration</u>
<u>28+</u>	<u>3 days OSS</u>	<u>No transitions rest of semester</u>

**Commented [KP13]:** Policy is updated / clarified to address the increase in tardy frequency we've observed among high school students since the return to in-person school.

### Truancy

Students who are absent from school without the knowledge and consent of their parents/guardians and the administration, or students who leave school during any session without the consent of the Chief Executive Officer, shall be considered unexcused or truant. Students may also be considered truant if they have accumulated excessive unjustifiable absences, even with the consent of parent/guardians.

### Students Withdrawing from School

If a parent/guardian wishes to withdraw his/her student from the Kauffman School, the parent/guardian can request a withdrawal in-person, by written correspondence, by phone message, or by phone call to the Kauffman School. If the parent/guardian requests a withdrawal in-person, he/she shall sign a withdrawal request form. The withdrawal request will be processed within five (5) business days of receipt. The student will be removed from the Kauffman School enrollment roster and the student will not be reinstated.

If a parent/guardian is unable to request a withdrawal in-person or requests a withdrawal by phone message or phone call, he/she must provide a records request (signed by the parent/guardian) from the receiving school. The Kauffman School will process the withdrawal within five (5) business days of receipt of the records request, and will forward the student's records to the receiving school. The student will be removed from the Kauffman School enrollment roster and will not be reinstated.

If a parent/guardian verbally requests that his/her student be withdrawn and does not submit a signed withdrawal form nor submit a records request from a receiving school, the Director of Operations will mail a formal withdrawal letter to the parent/guardian. If no response is received from the parent/guardian within five (5) business days of the mailing of the withdrawal letter, the student will be removed from the Kauffman School enrollment roster, and the student will not be reinstated.

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In the case of excessive absences, if multiple unsuccessful attempts have been made to contact the parents/guardians or student to confirm continued enrollment after five (5) consecutive unexcused absences, a student will be considered withdrawn and a withdrawal letter will be sent to the parent/guardian. The Kauffman School reserves the right to contact the Missouri Department of Social Services' Child Abuse and Neglect Hotline following a student's fifth unexcused absence if the parent/guardian has not responded to multiple contact attempts by the school. The Kauffman School will encourage all families and students to consult with Kauffman School staff prior to withdrawing a student.

## TRANSPORTATION

The Kauffman School's transportation policies are intended to help students begin their days in a positive way and in a manner consistent with our school culture. The Kauffman School will provide bus transportation to students within the Kansas City Public School District boundary. In the event that a student has special needs that prohibit riding the bus or is in need of emergency transportation with approved documentation, the Kauffman School will arrange for taxicab transportation for the student.

*\*Please Note: For information regarding bus routes, bus status, late arrivals, concerns or complaints, or other general transportation questions, parents/guardians should contact [First Student](#) at 816-254-5262.*

### Bus Route

The Kauffman School will work directly with the bus company to assign a route based on the address provided during enrollment. The bus company reserves the right to make reasonable accommodations for pick-up/drop-off within four (4) blocks of the student's address. Door-to-door pick-up/drop-off will not be allowed except in the case of approved circumstances. Parents are responsible for any additional student transportation needs outside the normal and one alternate route. See alternate route requirements below.

### Temporary Student Boarding

Parents are reminded that students are assigned to a specific bus and a specific bus stop. Your bus driver is not authorized to pick up or drop off students at other bus stops at any time. In a family emergency, the school principal or dean may issue a "one-day" afternoon emergency boarding pass for the student to be dropped at another location.

The vacation and work travel schedules of parents/guardians do not qualify under the provisions for the issuance of an emergency or a temporary boarding pass. The majority of our buses carry a full load of students. When a child stays with another family, the host family must agree to transport your child to and from the Kauffman School.

### Special Need Students

Special need students must be met at the bus stop by a parent/guardian/responsible adult or responsible older sibling. If no parent or other authorized responsible person is available after a series of attempts to drop-off, the driver will contact the Kauffman School and Operations office and the students will be returned to the Kauffman School.

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#### Alternate Bus Route

Students may only ride the bus to which he/she has been assigned unless an alternative bus stop request has been approved. The Operations office will approve requests in childcare or shared custody situations provided the following criteria are met:

- Requests must be for a set schedule for the entire school year and include day care placements before and/or after school (exception: shared custody situations)
- Stop must be within attendance area
- Change cannot result in overcrowding of a bus
- Students must be within a safe walking distance from the established stop (within a four (4) block radius from address provided)
- For shared custody, both parents' address must be registered with the Kauffman School for transportation
- Requests for alternate bus stops must be renewed annually
- Requests will not be approved for student employment, medical appointments, religious instructions, scouts or any other activity

For emergency situations, please call the Kauffman School.

#### Walking to School

Students are allowed to walk to and from the Kauffman School, provided the school has received written notification from the parent(s).

#### Parent/Legal Guardian Communications with Bus Drivers or Bus Company Staff

If parents/legal guardians should have any issues or concerns and need to speak with your student's driver, it is best to contact the Operations office at (816) 268-5660 to schedule a time to discuss your concerns. If you need to approach the bus, please do not step into the bus but instead signal to the driver you would like to talk and proceed to the driver's side window. For the safety of all bus riders, our drivers are instructed to close the entrance door when approached and direct you to their side window. Keep in mind the bus has other stops and a schedule which limits the driver's available time at individual stops. If parents want to deliver a note to the school bus driver, they may give the note to their child to give to the driver.

Any parent/legal guardian behavior deemed threatening to the safety of a bus driver or bus company staff member or the safety of students on the bus may result in the revocation of transportation privileges under bus company policy, in which case, the parent/legal guardian will be deemed to have rejected the transportation services provided, and such parent/legal guardian shall be responsible for providing/arranging for transportation of their student to/from the Kauffman School.

#### Parents/Legal Guardians Entering a School Bus

Parents/legal guardians are only authorized to enter and ride a school bus when they are chaperoning a school-sponsored trip and are approved by the Kauffman School. Under Missouri Law, unauthorized entrance on a school bus is trespassing. For the safety of the students we transport, the Kauffman School supports this law and has posted warnings on all buses.

### The School Bus

Students are to refer to the bus driver as “Mr.” or “Ms.” followed by the driver’s first or last name depending on the driver’s preference. In return, the bus driver will acknowledge the student and respond accordingly.

Seats may be assigned and will remain in place unless changed by the bus driver, monitor, or a school official. Adult volunteers may assist with periodic bus monitoring throughout the year. All volunteers will undergo a background check.

### General Bus Rules

Bus transportation is considered a privilege and as such, it can be taken away from students who fail to demonstrate appropriate behavior on the buses. When riding on the Kauffman School bus, students are expected to conduct themselves in an orderly manner. The bus driver or monitor has been instructed to maintain discipline. The following rules apply when riding the Kauffman School bus:

- Students should be on time and standing at the bus stop. Buses will not wait.
- Students must get on / off the bus at their assigned bus stop.
- Students shall listen to the bus driver or monitor for instructions.
- No eating or drinking on the bus.
- Students shall remain seated and faced forward until the bus completely stops at their bus stop.
- Drivers may assign seating to students as needed. The initial assignment may come from the Kauffman School.
- Any item which interferes with the welfare and safety of students and staff is not allowed on the bus. This includes glass containers, skateboards, balloons, music players, electronic tablets, animals, large packages or large musical instruments.
- Students shall load and unload in an orderly manner.
- Students are to ride their assigned bus at all times. Parents must call by 12:00 pm if a student is to ride the bus with another student. The Kauffman School may approve the change if there is space on the bus.
- All Kauffman School policies prohibiting alcohol, tobacco and other drugs apply to all bus riders.
- All Kauffman School policies prohibiting fighting, weapons, threats to staff, and vandalism apply to all bus riders.
- Any misconduct that would result in a suspension discipline in the Kauffman School building will be addressed in the same manner if it happens on the bus.

The Kauffman School is not responsible for any lost, stolen, or damaged items on the school bus.

Students who fail to observe school bus rules or fail to contribute to a safe transportation environment will be subject to disciplinary action, including but not limited to, revocation of the privilege of riding the bus. All bus privilege revocations may include field trips and extra-curricular trips of any type.

School rules and regulations not specifically articulated above still apply while students are on the bus. Students who continue a pattern of inappropriate behavior on the bus are subject to long-term revocation of bus riding privileges at the discretion of school leadership.



The following activities may result in revocation of the privilege of riding the school bus for a length of time to be determined by the Dean of Students, Principal or Chief Executive Officer:

- Repeated refusal to follow directions from an adult on the bus.
- Moving from seat to seat or moving out of one's seat prior to disembarking from the bus or refusing to sit in an assigned seat.
- Pushing, fighting, pretend fighting, or otherwise endangering the well-being of any other student or students on the bus or at the bus stop.
- Throwing things inside, outside, or out of the bus.
- Attempting to get off the bus at a stop other than the regular assigned stop.
- Swearing, yelling, passing lewd notes, or talking disrespectfully to others on the bus, including the bus driver and/or monitor.
- Vandalism of bus property, including, but not limited to, graffiti, drawing, cutting, sticking adhesives or gum, or any other destruction of bus or student property of any kind. Any vandalism will be subject to the School's Restitution Policy.
- At a minimum, instances of serious misbehavior on the bus will be strictly enforced and may be subject to the disciplinary consequences set forth in the Discipline Guidelines herein. Kauffman School officials have the right to escalate the consequence to any stage or to invoke other disciplinary measures if deemed necessary to secure the safety of all children.

In the case of a bus consequence, the parent/guardian will be contacted via phone and written notification regarding the reason for consequence and the time during which the consequence is to be served. The parent/guardian may be required to attend a conference with a member of the Kauffman School administration before the student may resume riding the bus. In the case of a revocation of transportation privileges suspension, the student will not be permitted to board the bus at the morning stop, or to board the bus at the Kauffman School during dismissal. The parent/guardian will need to make arrangements for the student's transportation to and from the Kauffman School during the period during which bus privileges are revoked of the suspension.

Kauffman School rules and regulations not specifically articulated above still apply while students are on the bus.

### Taxicab Transportation Rules

Students transported by taxicab are expected to adhere to the rules of conduct set forth herein and are subject to disciplinary consequences for failure to adhere to the Kauffman School's transportation policies:

- Students are expected to conduct themselves in an orderly manner.
- Students should be on time for pick-up and in the assigned location.
- Students shall listen to the taxicab driver for instructions.
- No eating or drinking in the taxicab.
- Students shall buckle their seatbelts and remain seated until the taxicab completely stops at their point of pick-up and drop-off.
- Any item which interferes with the welfare and safety of students and staff is not allowed in the taxicab. This includes glass containers, skateboards, balloons, music players, electronic tablets, animals, large packages or large musical instruments.
- Students shall not use any electronics or mobile phones in the taxicab except to contact parents/legal guardians.
- All Kauffman School policies prohibiting alcohol, tobacco and other drugs apply to all taxicab riders.
- All Kauffman School policies prohibiting fighting, weapons, threats to staff, and vandalism apply to all taxicab riders.
- Any misconduct that would result in a suspension discipline in the Kauffman School building will be addressed in the same manner if it happens in the taxicab.

Students who fail to observe school taxicab rules or fail to contribute to a safe transportation environment or who continue a pattern of inappropriate behavior in the taxicab will be subject to disciplinary action. School rules and regulations not specifically articulated above still apply while students are in the taxicab.

Parents shall notify the Kauffman School in advance if a student will not be on time or available for scheduled taxicab pick-up.

### Student Drop Off

Students will NOT be permitted to enter the building prior to 7:42 a.m. Students arriving before 7:42 a.m. should line up outside the main Kauffman School entrance and stand quietly until the doors are opened. Students arriving at the Kauffman School after 8:00 a.m. are considered tardy. Students who are tardy may lose 5 points from their PREP score. Parents/guardians of students with excessive tardies may be required to meet with Kauffman School staff to address the issue.

### Student Pick Up

A student's parent or guardian must notify the school by 12:00 p.m. when a student will be picked up from the Kauffman School, otherwise the student will be placed on his/her regular bus route. Students will not be released to anyone who is not designated on the pick-up list. Parents are responsible for providing the front office with the correct and most current information about authorized persons.

Parents must inform the Kauffman School front office if he/she will be late picking up a student(s). If a student is not picked up within 30 minutes of the end of all school activities (by 6:00 p.m.) and neither a parent/guardian, nor emergency contact can be reached, the Kauffman School may contact local law

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enforcement to pick up the student. Consequences regarding students who are repeatedly picked up late will be handled on a case-by-case basis.

Extracurricular Activities

Transportation for students participating in Kauffman School sponsored clubs or activities will be provided by the Kauffman School. Students participating in Kauffman School sponsored clubs or activities must report directly to the designated area for parent pick-up or dismissal to the school bus. Students participating in clubs or activities whose parents are late (15 minutes after dismissal) for pick-up two (2) or more times may be subject to temporary suspension and/or removal from athletic games/events or after school activities in the future.

Transportation after athletics practices will be provided by the Kauffman School for student athletes; however, parents are responsible for picking up their student(s) after sporting events. For **away games**, if transportation is not provided the Kauffman School, parents are responsible for providing transportation to and from the games. Parents shall provide written consent if a student is permitted to ride to and/or from a game with another parent. However, in emergency situations, a parent may notify Kauffman School staff by phone that his/her student is permitted to ride with another parent. Athletes whose parents are late (15 minutes after dismissal) to pick them up two (2) or more times may be subject to temporary suspension and/or removal from the sports team.

Safety & Security Protocols

To ensure the safety of all EMKS students, families, staff, and visitors, the school implements safety procedures upon entry to the building. All students and visitors will be required to walk through a metal detector and to have their bag(s) searched prior to entry. Additional safety and security protocols may be implemented at school events and at other times throughout the school year as conditions require in order to preserve the safety and security of our school community.

**Commented [KP14]:** New language to reflect safety and security procedures that were implemented in spring 2022.

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## STUDENT LIFE

### PREP/College Seminar

Character education is an integral part of our curriculum, and we structure advisory time within the school day for students to meet in small groups with our teachers. Through our cooperative learning model, students will work as a team to further develop the necessary “life skills” that are reinforced in our classrooms. Themes such as team building, respect, communication, and decision-making will be explored during PREP/College Seminar.

### Community Meeting

Students and staff at the Kauffman School will meet as a team and family every Friday. Every Friday, we celebrate our successes and acknowledge individuals and groups who have exemplified the PREP values of the Kauffman School. Periodically, parents/guardians will be invited to attend and participate in community meetings.

### PREP Report

The Kauffman School has developed a student PREP Report system to provide students, families, and teachers with a frequent, comprehensive report of student fulfillment of behavioral, academic, and attendance expectations. Students will earn and lose PREP Points based on behavior.

Students receive PREP Reports every Friday, beginning the second week of school. Reports are to be reviewed, signed by parents/guardians, and returned the following Monday. Failure to do so will result in lost PREP points and a detention. Each student starts the PREP Week with 100 PREP Points. PREP points are also used to qualify students for participation in-school and out- of- school activities.

### Extracurricular Activities

#### **Participation**

All students regardless of race, color, sex, ancestry, religion, or disability are welcome to and encouraged to participate in any extracurricular activity sponsored by the Kauffman School. Unless participation in an extracurricular activity is required for a course in which the student is enrolled, **participation is a privilege, not a right**. Students may be excluded from these activities as a disciplinary action or as a consequence for poor academic performance in school as determined by Kauffman School administration. A student and/or his or her parents/guardians are not entitled to a hearing solely because the student has been excluded from an extracurricular activity which is not required for a course in which the student is enrolled.

#### **Participation/Consent Form**

Prior to participating in extracurricular activities, including any practice or tryout session for a sport or event, each parent must sign and return the Kauffman School “Activity Participation and Transportation Form”. This form must be completed for each school year.

#### **Clubs and Activities**

The Kauffman School sponsors certain clubs and activities as annually determined by Kauffman School administration. No student is allowed to leave the Kauffman School property for any reason during clubs or activities. The consequence for violation of this requirement remains the same as it does during the regular school day.

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After-school clubs and activities are held from 3:30pm – 5:00pm on various weekdays. All clubs and activities participants must report to the designated area where Kauffman School staff will supervise them until they are picked up by his/her parents or leave on the clubs/activities bus. No sibling(s) is allowed to stay after school and participate in clubs and activities without a written permission slip. Bus transportation after clubs and activities is provided by Kauffman School on Thursdays only. Club and activities participants must report directly to the designated area for release for parent pick-up or dismissal to the bus. Clubs and activities participants whose parents are late (15 minutes after dismissal) for pick-up two (2) or more times may be subject to temporary or permanent removal from after school activities.

#### **Athletics Program**

The Kauffman School is a member of the Missouri State High School Activities Association (“MSHAA”), and adheres to MSHAA policies regarding the display of good sportsmanship by athletes, students, fans, parents and patrons. The Kauffman School enforces sportsmanship rules for its students, athletes, and spectators. Violation of these rules may result in the following consequences: written reprimand, probation, suspension, ejection, or permanent removal from events. Consequences can be enforced against players, coaches, students and fans.

The following sports are part of the Kauffman School’s athletic program:

#### **FALL:**

- Boys Cross Country: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>- 12<sup>th</sup> grade
- Boys Soccer: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup> -12<sup>th</sup> grade\*
- Girls Volleyball: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>-12<sup>th</sup> grade
- Girls Cross Country: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>- 12<sup>th</sup> grade

#### **WINTER:**

- Boys Basketball: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>-12<sup>th</sup> grade
- Girls Basketball: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>-12<sup>th</sup> grade

#### **SPRING:**

- Boys Track and Field: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>- 12<sup>th</sup> grade
- Girls Track and Field: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>- 12<sup>th</sup> grade
- Girls Soccer: 6<sup>th</sup> - 8<sup>th</sup> grade, 9<sup>th</sup>- 12<sup>th</sup> grade\*
- Boys Baseball: 9<sup>th</sup>- 12<sup>th</sup> grade\*\*

YEAR LONG Activities and Sports:

- Boys and Girls Dance Team: 6<sup>th</sup>- 12<sup>th</sup> grade
- Boys and Girls Debate Team: 9<sup>th</sup> -12<sup>th</sup> grade
- Girls Cheerleading: 6<sup>th</sup> – 8<sup>th</sup> grade, 9<sup>th</sup> -12<sup>th</sup> grade

\*Offered through a cooperative with University Academy. Kauffman School will be the host school.

\*\*Offered through a cooperative with University Academy. University Academy will be host school.

The Kauffman School adheres to the MSHSAA sports medicine policies/procedures. All students must have a completed physical on file in the Athletic Director's office in order to participate in any sport for each school year. In addition, parents should provide proof of accident or health insurance that will cover an athletic related injury or accident.

Students may be restricted from participation because of failure to provide an acceptable sports physical, poor academic performance, disciplinary consequences, possession and/or use of alcohol, tobacco, and/or drugs, or as otherwise determined by Kauffman School administration.

No student is allowed to leave Kauffman School property for any reason during practice or games. The consequence for violation of this requirement remains the same as it does during the regular school day. Athletes will not be permitted to re-enter the Kauffman School building for any reason after practices and/or games without permission from the coach on duty. The use of a cell phone is prohibited before practice or during any game. Kauffman School team members have school issued phones for contact for emergency purposes.

A more detailed description of the specific requirements, rules, and responsibilities for student participation in the Kauffman School Athletics Program is set forth in the **ATHLETICS HANDBOOK**, posted on the school's website at [www.kauffmanschool.org](http://www.kauffmanschool.org) . Parent and students should read and become familiar with these requirements.

#### **Athletics Cooperative**

The Kauffman School may form an Athletics Cooperative with another high school for some varsity activities and athletics when doing so is in the best interest of both schools' programs and students. Athletics Cooperatives are governed by the Missouri State High School Activities Association (MSHSAA) and must be approved by the School Boards of both participating schools. Athletics Cooperatives are formed annually; the existence of an Athletic Cooperative does not guarantee the continuation of the Cooperative. When an Athletics Cooperative is formed, approved by both participating schools' Boards, and approved by MSHSAA, one school will be defined as the host school. A second school will be defined as the partnering school. The host school will:

- Be the school of record for all MSHSAA reporting requirements.
- Hire and compensate a head coach who meets all MSHSAA-defined head coaching requirements.
- Provide uniforms to participating students enrolled at the partnering school.
- Provide and cover the cost of equipment provided to all participating students.
- Cover travel expenses from the host school to competitions.

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- Cover all expenses related to the rental and/or maintenance of practice and playing facilities.
- Collect and retain all revenue generated by the activity or sport.
- Host all practices.
- Host all home competitions.
- Schedule all competitions.
- Use their mascot, colors, and other identifying details.
- Provide insurance for the activity or sport, including coverage for the partnering school's student-athletes. Coverage is Full Excess, meaning the host school's insurance will provide benefits after the student-athletes' private and other insurance benefits are exhausted.

The partnering school will:

- Hire and compensate a liaison coach, who meets all MSHSAA-defined assistant coach requirements and is primarily responsible for the oversight of participating students from the partnering school.

When EMKS is the host school, the participation of students enrolled at the partnering school will not preclude or prevent EMKS students from participating.

When EMKS is the participating school, the eligibility of EMKS students to participate in the activity or sport will be defined by EMKS's student-athlete eligibility requirements, even if those requirements differ from the student-athlete eligibility requirements of the host school.

Student-athletes will be required to sign participation forms and releases from liability in order to participate in a sport or activity offered through an Athletics Cooperative. Student-athletes may be required to provide proof of private insurance in order to participate in a sport or activity offered through an Athletics Cooperative.

All other EMKS Athletics and Activities policies and procedures, including those related to the resolution of disputes, apply to Athletics Cooperatives.

## **STUDENT CODE OF CONDUCT**

In order for our students to be prepared to graduate from college, we must promote engagement and appropriate behavior at all times. At the Kauffman School, we strive to create a safe and structured environment that promotes students' academic and social development. Our system of rewards and consequences is designed to cultivate an atmosphere of academic achievement, authentic engagement, respect and professionalism. Students are expected to hold themselves to high standards of behavior. Students who fail to meet our standards of acceptable conduct will not be allowed to disrupt the education of others as those students prepare for college completion.

### Student Rights and Responsibilities

The Kauffman School recognizes the importance of providing each student with a school environment conducive to intellectual, emotional, and social growth through participation in a full range of educational programs and activities.

#### Every student has the right to:

- Have the opportunity to access a free and appropriate education in the best possible environment.
- Have the opportunity for freedom of speech and of the press so long as the exercise of those rights is not disruptive.
- Not be discriminated against on the basis of gender, race, ethnicity, color, religion, national origin, sexual orientation, or handicap.
- Be informed of school rules and regulations.

#### Every student has the responsibility to:

- Know and adhere to rules and regulations.
- Know and adhere to state and federal laws.
- Respect the human dignity and worth of every other individual.
- Refrain from libel and slanderous remarks and obscenity in verbal or written expression.
- Study diligently and maintain the best possible level of academic achievement.
- Be punctual and present in the regular school program.
- Dress and groom in a manner that meets reasonable standards of health, cleanliness, and safety.
- Help maintain and improve the school environment
- Preserve school property and exercise the utmost care while using school facilities.
- Refrain from misconduct or other behavior which would lead to any physical harm or to the disruption of the educational process.
- Demonstrate respect for school administrators, teachers and staff in maintaining discipline in the school and at school sponsored activities.
- Obey the law and school rules so as not to possess or use alcohol, illegal drugs, and other unauthorized substances.



### Infractions and Behaviors Subject to Consequences

Actions that violate the Code of Conduct and result in disciplinary consequences, include, but are not limited to the following listed behaviors:

- Disrupting class
- Not following directions
- Chewing gum or eating
- Inappropriate comments
- Being unprepared for class
- Uniform violation
- Safety violation or dangerous behavior
- Incomplete homework/agenda/reading log
- Offensive, abusive, obscene and/or profane language or gesture
- Display of affection
- Taunting, teasing, or insulting
- Running, horse play, or throwing
- Some electronic devices
- Tardiness
- Failure to serve a detention (including detention currently being served)
- Possession, exhibition, and/or distribution of obscene literature or material
- Disruptive behavior in the classroom, school, on the bus, or during school activity
- Misuse of technology
- Insubordination
- Egregious disrespect to peer, adult, or property
- Inappropriate contact
- Threatening gesture
- Gambling
- Possession of lighters or matches
- Truancy
- Chronic misconduct
- Defiance of authority
- Academic dishonesty
- Unauthorized entry
- Fighting or threatening behavior (directed to another student or school personnel)
- Assault of another student or school personnel
- Theft
- Vandalism
- Extortion
- Inciting to fight and/or contributing to a disruptive situation
- Possession and/or use of tobacco or alcohol
- Bullying or harassment (including sexual harassment)
- Sexual misconduct
- Any behavior consistently detracting from student learning
- Use or possession of a simulated weapon
- Use or possession of a weapon

- Possession of identifiable drug paraphernalia
- Use, possession, sale or transfer of toxic or controlled substances
- Use or possession of non-controlled substances (over the counter medicine, including cough drops).
  - All medication (prescription or over the counter) must be turned into the school office prior to the start of a school day. Parents/guardians must complete and turn in to the office a form requesting administration of medication by school personnel.
  - *Students may not self-administer any medications, including cough drops.*
- Distribution and/or purchase of non-controlled or controlled substances
- Possession, use, and/or sale of explosives
- Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. In compliance with the "Gun Free Schools Act" (Federal) and 160.261 R.S.Mo.: Any student who is determined to have brought a weapon (as defined in this subparagraph) to school in violation of this policy shall be suspended for a period of not less than one (1) year or expelled and will be referred to the appropriate legal authorities. The Chief Executive Officer may modify such suspension on a case by case basis. For the purpose of this subparagraph the term "weapon" shall mean a "firearm" as defined under 18 U.S.C. 921:
  - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant;
  - the frame or receiver of any weapon described above;
  - any firearm muffler or firearm silencer;
  - any explosive, incendiary, or poison gas;
  - any combination of parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may readily be assembled;
  - and any concealable firearm, explosive weapon, machine gun, rifle, shotgun, or spring gun as defined under 571.070 R.S.Mo. (excepting Civil War reenactment materials).
- Possession and/or use of weapon other than a firearm, meaning an instrument, device, or projectile that could reasonably be used to attack or defend against another person; or any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person. A weapon may include but is not limited to the following:
  - Knife (e.g. pocket, pen, switchblade knife, anything with a blade.)
  - Projectile weapon (e.g. pellet gun, BB gun, slingshot, bow, crossbow, etc.)
  - Blackjack
  - Brass knuckles
  - Pepper spray
  - Mace
  - Laser pointer
  - Normal school supplies, household items, or other materials (e.g. scissors, nail file, chains, etc.), which are used for attack, defense, to threaten, intimidate, or inflict physical injury or harm to another person.
- Arson
- False Alarms
- Acts or threats of violence
- Commission of a felony
- Repeated demerits, detentions, or referrals
- Conspiracy to engage in any of the above behaviors

Consequences for such behavior include:

- Demerits
- Automatic Detention
- Referral (May result in further consequences)
- Extended Friday Detention
- Internal Suspension
- External Suspension
- Expulsion

Repeated or serious incidents may result in increased consequences at the discretion of Kauffman School leadership.

#### Reporting Misconduct

We all share the responsibility for a safe, positive learning environment. Students who have knowledge about serious disciplinary infractions or potential serious disciplinary infractions must contact a teacher or administrator. These infractions include, but are not limited to, cheating, property violations, harassment, acts or threats of violence or aggression, alcohol, controlled substances or tobacco, and weapons. Failure to contact a teacher or administrator may result in disciplinary action.

#### Merits

Kauffman School staff members give students visual reminders and verbal clarification to help them develop the traits necessary to be fully prepared for college. In grades 5-8, when a student displays behaviors that are exemplary of our core values, s/he may receive a "merit." Merits reward students for outstanding actions, and give staff members an opportunity to reinforce positive student behavior. Merits may be awarded for, but not limited to, the display of any PREP values, in addition to leadership, citizenship, teamwork, organization, and improvement.

#### Demerits

In grades 5-8, when a student commits a specific minor infraction, s/he will receive a demerit. Demerits serve to remind students of our expectations and give students an opportunity to correct their behavior.

Demerits will be issued for behavior that is unproductive or counter-productive, such as unpreparedness for class, minor disruptions of class learning, and uniform violations. More serious consequences will be administered for behaviors including, but not limited to, disrespect, cheating, safety violations, and bullying.

After three demerits in the same day, students will receive a detention. The Principal or Dean of Students will make every effort the day a detention is issued to contact the student's families to let them know of the detention and to discuss options for serving the detention. Families are strongly encouraged to make sure we have current contact information at all times.

#### Referral

Any student whose behavior disrupts the learning environment or endangers another student's education will be asked to leave class at the discretion of the teacher. This means that the student must report immediately to the Dean of Students and remain there until it is clear that the disruptions will cease. Students will be required to reflect upon their behavior in writing, and will be required to serve a detention.

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In high school, consequences for repeat referrals will follow the pattern below:

High School Referral System		
Threshold (per semester)	Consequence	School Actions May Include:
7 Level 2/Level 3 (L2/L3) Referrals	1 day Deans room	Parent call/Robo-dial, email
14 L2/L3 Referrals	1 day In School Suspension	Parent meeting, behavior intervention plan, email (2 weeks) parent collaboration
21 L2/L3 Referrals	1 day Out of School Suspension	Parent meeting, updated behavior intervention plan, email, (4 weeks) parent collaboration
28+ L2/L3 Referrals	3 days Out of School Suspension	Parent meeting, update plan

Detention

Detention is intended to serve as a consequence for repeated or excessive inappropriate behavior at school. Detention time is not a study hall or free reading time for students – it is intended to serve as a deterrent for future misbehavior and will be conducted with that purpose in mind.

Students earning a detention will serve that detention during lunch or PREP time. Unless the violation is homework related, students are prohibited from completing homework during detention.

Repeating Detention

Students not able to adequately complete a scheduled detention due to inappropriate behavior during detention, or a failure to follow instructions given by the detention monitor, will repeat the detention or earn an escalated consequence. Students will be redirected and advised of the consequences for continued inappropriate behavior before a repeat detention is issued. Inappropriate behavior during detention may include:

- Speaking to others, talking to oneself, or making other audible noises (including loud sighing, lip smacking, humming, or whistling).
- Putting head down and refusing to keep it up.
- Refusing to copy the Code of Conduct at a reasonable pace or working on other materials during detention (Life Work, DEAR books, etc.).
- Intentionally breaking pencil leads and repeatedly dropping materials on the floor.
- Refusing to follow any instructions given by the detention proctor.

In-School Suspension

An in-school suspension will result in the loss of all social and academic privileges for the student in question during the period of the suspension. An in school suspension may result in the immediate removal of the student from classroom. A student who receives an “in-school” suspension will remain in the building and will continue to have access to the curriculum, but may be separated from classmates and peers. A parent or guardian may be required to meet with the Chief Executive Officer, Principal, and/or Dean of Students to discuss next steps for the student and family. Repeated in-school suspensions or chronic misconduct that continues to disrupt the academic program and regular school functions may lead to external suspension at the discretion of school leadership with or without a prior in-class/in-school suspension.

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Out of School Suspension

The Kauffman School strives to keep students in school and works with families to make sure that happens. There are circumstances, however, where removal of the student from school grounds is the most appropriate course of action.

An out of school suspension may result in the immediate removal of the student from school. Parents or student’s authorized contacts must pick up the student. A student suspended from school will not be allowed on school grounds or at school-related functions prior to the conclusion of the suspension without the written permission of the Chief Executive Officer. Suspensions are considered unexcused absences.

The Kauffman School may reduce the length of a suspension if the student and his/her family meet with either the Principal or the Dean of Students or both, as appropriate, and agree with respect to behavioral conditions for the student’s early re-admission. School leadership will provide an opportunity for such a meeting as quickly as possible after the student’s removal. Unless otherwise stated, the determination of the length of any out-of-school suspension of up to (10) days will rest with either the Principal or Dean of Students or both, as appropriate. Long term suspensions (more than 10 days) may be imposed by the Chief Executive Officer for serious or repeated infractions.

A parent or guardian will be required to meet with the Dean of Students, Principal or the Chief Executive Officer and create a plan of action prior to the student’s re-admittance to school following either a short-term or long-term suspension (see Remedial Conference).

Failure by a parent/guardian to ensure a student serves appropriate consequences may result in an out of school suspension at the discretion of the Chief Executive Officer or Dean of Students.

Expulsion

Expulsion is considered exclusion from school for more than one hundred eighty (180) school days. The Chief Executive Officer will consult with the Board of Directors on all decisions pertaining to student expulsions.

Discipline of Students with Disabilities

The Kauffman School will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

Hazing and Bullying

The Kauffman School will not tolerate hazing or bullying in any form. We understand that in order for our students to be prepared for college graduation, they will require a safe environment free from harassment. Students participating in or encouraging inappropriate conduct will be disciplined. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

In addition, Kauffman school staff, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing or bullying or plan, direct, encourage, assist, engage or participate in any activity that involves hazing or bullying. School staff will report incidents of hazing and bullying to the Dean of

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Students. Students and parents/guardians should report concerns regarding hazing and bullying to the Dean of Students. The Dean of Students shall promptly investigate all complaints of hazing and bullying and shall administer appropriate discipline to all individuals who violate this policy. School staff members who violate this policy may be disciplined or terminated. The Dean of Students will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing and bullying.

The Kauffman School shall annually inform students, parents/guardians, school staff, and volunteers that hazing and bullying is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions at the start of an activity period or program.

#### Hazing and Bullying Defined

*Hazing* – For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing consumption of any food, liquor, drug or other substance; forcing inhalation or ingestion of tobacco products; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the school and legitimately related to the purpose of the organization.

*Bullying* – For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetuated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

#### Harassment (including Sexual Harassment)

It is the policy of the Kauffman School to maintain a safe learning environment for all students. The Kauffman School prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. It shall be a violation of school policy for any student, teacher, administrators, or other school personnel of this school to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by school policy. It shall also be a violation of school policy for any teacher,

administrator, or other school personnel of the Kauffman School to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by school policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school. For purposes of school policy, sexual harassment is defined as unwelcome sexual advances or requests for sexual favors, can be verbal or physical, and contains one or more of the following elements:

- submission to sexual advances is made (explicitly or implicitly) a condition of a student's academic status;
- submission or rejection of sexual advances is used as a basis for evaluating a student's performance;
- interferes with a student's educational performance; or,
- creates an intimidating, hostile, or offensive educational environment.

Staff, students, or families should report any concerns or incidents of sexual harassment to the Principal. The Chief Executive Officer will investigate all reports of sexual or other harassment.

## **DISCIPLINE GUIDELINES**

All students in the Kauffman School will be held accountable for complying with applicable School policies and procedures (e.g., Student and Family Handbook, Code of Student Conduct, etc.). As such, students and their parents/guardians are responsible for knowing those policies and procedures. Failure to read such policies and procedures or to sign the acknowledgement form will not excuse noncompliance nor will it prevent imposition of accountability and/or discipline.

The Chief Executive Officer, Principal, and/or Dean of Students shall have the authority to institute discipline for the acts of students that result in punishment that does not exclude a student from attendance at School. Students and/or their parents have a right to challenge the discipline instituted in a specific instance if (1) the discipline is recorded in the student's official records and (2) the student or parent instituting a challenge follows the procedure and process for challenging the information in a student record.

For discipline that results in a student be prohibited from attending School, the following Procedural Due Process rights will apply:

### ***Short Term Suspensions (10 days or less)***

Before suspending a student, the Dean of Students must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, the Dean of Students must explain, either orally or in writing, the facts that form the basis of the proposed suspension; and (c) give the student an opportunity to present his or her version of the incident.

If the Dean of Students concludes that the student has engaged in misconduct punishable by suspension, the procedures described below apply. If the student has a disability as defined in the Individuals with Disabilities Education Act (IDEA) as amended or Section 504 of the Rehabilitation Act, additional procedural safeguards apply.

The Dean of Students should determine whether the student should be suspended or whetherless drastic alternative measures would be appropriate. In many cases, the Dean of Students may decide not to suspend a student unless conferences (between the teacher, student, and Dean of Students; and/or between the parent/guardian, student, and Dean of Students) have been held and have failed to change the student's behavior.

If suspension is imposed, the student's parents or guardians must be promptly notified of the suspension and the reasons for the action. Parents/guardians of the suspended student are expected to come to the school when notified and to make immediate arrangements for the suspended student.

Any suspension by the Dean of Students must be reported to the Principal, who may revoke the suspension, either in part or in full, at any time. If revoked, the Principal will report the revocation to the parents, and update the student record.

### ***Long-Term Suspensions (11 days or more)***

Prior to a suspension of more than ten (10) days, the student and family shall receive: written notice of the charges and of the time and place for hearing; an opportunity to review the student's records; adequate time to prepare for the hearing; the right to present witnesses and to question witnesses presented by the school at the hearing; and a reasonably prompt, written decision including specific grounds and controlling

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facts for the decision. The Kauffman School will record the hearing and a copy of such will be made available to the student upon request. Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

The Chief Executive Officer (or designee) is vested with the authority to suspend students on a long-term basis after following appropriate due process for any violation of this Handbook. In addition, the Chief Executive Officer (or designee) has the authority to suspend students in the following three (3) circumstances which occur on school property, on school transportation, or at a school-related event: student possession of a dangerous weapon; student possession of controlled substance; student assault of educational personnel. In addition, the Chief Executive Officer (or designee) may suspend a student who is charged with/convicted of a felony, whether or not the conduct occurs on school property, if the Chief Executive Officer determines that the student's presence in school would have a substantial detrimental effect on the welfare of the school.

***Appeal of Suspension by Chief Executive Officer for 11-180 days***

The student, parent/guardian or others having custodial care of the student may appeal the decision of the Chief Executive Officer to suspend the student by delivering a request in writing to the Secretary of the Board of Directors within five (5) days of the date of the notice of suspension, unless for good cause the time limitation should be waived. After receiving the notice of appeal, the proceedings for a hearing before the Discipline Committee will be followed as outlined below.

The Discipline Committee shall render a decision as soon as is practicable following the hearing and shall refer the matter to the full Board of Directors for a determination of consequences.

In the event of an appeal, the suspension shall be stayed until the Discipline Committee renders its decision unless in the judgment of the Chief Executive Officer the student's presence poses a continuing danger to persons or property of an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school property.

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***Suspensions of More Than 180 School Days and Expulsions***

1. Before recommending to the Board that a student be expelled or suspended for more than 180 school days, the Chief Executive Officer (or designee) must (a) tell the student, either orally or in writing, what misconduct he or she is accused of; (b) if the student denies the accusation, explain, either orally or in writing, the facts that form the basis of the proposed suspension/expulsion; and (c) give the student an opportunity to present his or her version of the incident.

2. If the Chief Executive Officer (or designee) concludes that the student has engaged in misconduct and should be expelled or suspended for more than 180 school days, the procedures described below apply unless the student has a disability (In the case of a student with a disability, procedures that are consistent with state and federal law shall apply) :

- The Chief Executive Officer (or designee) will recommend to the Board that the student be expelled or suspended for more than 180 school days. The Chief Executive Officer (or designee) may also immediately suspend the student for up to 180 school days.
- Upon receipt of the Chief Executive Officer (or designee) recommendation, the Board will follow the procedures described in the section of this policy dealing with hearings before the Discipline Committee.

3. If the student is expelled, he or she may later apply to the Board for readmission. Only the Board can readmit an expelled student.

**Hearings Before the Discipline Committee**

When a student is charged with a violation of the student discipline policy requiring an immediate referral to the Board of Directors for determination of consequences, the matter shall be referred to the Discipline Committee.

The Chief Executive Officer shall promptly transmit to the Discipline Committee and the parent/guardian a full report outlining the facts relating to the referral. The report may also include the student's discipline record, attendance record, and any other information deemed relevant by the Chief Executive Officer.

The hearing shall take place as soon as is practicable. The parent/guardian shall be notified in writing of the date of the hearing. The parent/guardian may request in writing one continuance for good cause shown. The request for continuance must be received at least one (1) day prior to the scheduled hearing unless an emergency or other extreme circumstance prevents compliance with the time limit. If the Discipline Committee does not rule upon the request prior to the hearing, the parent/guardian will be required to appear in the event that the request is denied.

The hearing shall be prosecuted by the Kauffman School's General Counsel or his/her designee and shall consist of the written discipline report and oral summary by the Chief Executive Officer. The student with his/her parent/guardian may be present and shall have the opportunity to respond to the report and presentation of the Chief Executive Officer and to present a summary of any additional relevant information.

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At the hearing, the Chief Executive Officer shall present witnesses and such written evidence as necessary to establish the offense and justify the recommended punishment. The student or parent/guardian shall have the right to:

1. Call and examine witnesses and introduce exhibits;
2. Cross-examine witnesses;
3. Representation by counsel at the expense of the student or parent/guardian;
4. Subpoena witnesses;
5. Present an oral argument and/or a written brief at the close of the hearing; and
6. Receive written findings of fact and conclusions of law.

The Discipline Committee shall render a decision as soon as is practicable following the hearing and shall refer the matter to the full Board of Directors for a determination of consequences.

**Requests for Continuance**

The parent/guardian may request a continuance. Requests for continuance must be in writing and will be granted only for good cause shown. The request for continuance must be received at least one day prior to the scheduled hearing unless an emergency or other extreme circumstance prevents compliance with the time limit. If the Discipline Committee does not rule upon the request prior to the hearing, the parent/guardian will be required to appear in the event that the request is denied.

**Expulsion**

No student may be expelled from Kauffman School without a prior hearing before the Discipline

Committee. A decision to expel a student requires a vote of a majority of those Board of Directors members present.

The procedure for conducting an expulsion hearing before the Discipline Committee shall be governed as set forth above.

#### Remedial Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this policy for any "act of school violence", a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The Chief Executive Officer (or designee) shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference. This requirement applies to enrolling students transferring from another school as well, regardless of whether the "act of school violence" was committed at a public school or at a private school in Missouri, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

#### Reporting to Law Enforcement Officials

Any act that if committed by an adult would be a felonious crime that is committed on school property, on any school transportation or at any school activity, or as required by statute or the Missouri Safe Schools Act, must be reported by the appropriate school administrator to the appropriate law enforcement agency as soon as reasonably practical.

All employees shall immediately report to school administration any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by an adult would be first, second or third degree assault, sexual assault or deviant sexual assault against a student or school employee, while on school property, school transportation or at school activities. The employee shall also inform the Chief Executive Officer if a student is discovered to possess a controlled substance or weapon in violation of the school's policy. The Chief Executive Officer shall immediately report these offenses to the appropriate law enforcement agency.

The Kauffman School may report or disclose education records to law enforcement and juvenile justice authorities if the disclosure concerns law enforcement's or juvenile justice authorities' ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in state and federal law.

#### Disciplinary Offenses

A disciplinary offense is a violation of the Code of Conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school. School-related disciplinary offenses may include misconduct outside of school which makes another Kauffman School student feel unsafe at school.

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*Disciplinary offenses result in consequences subject to the discretion of school officials* and may include demerits, detention, school service/cleaning, loss of school privileges, denial of school-provided transportation, Homework Center, Saturday School, extended Friday detention, out-of-school suspension, and/or expulsion (certain expulsions may be subject to the discretion of the Board of Directors). The list of punishable offenses is not exhaustive, but provides examples of prohibited conduct. These rules and regulations may be supplemented by teachers' rules for classes and other school events. Repeated infractions resulting in demerits and/or detention may lead to suspension and repeated suspensions may lead to expulsion. Suspended students are not entitled to participate in school activities. In addition, any breaches of state or federal law may be handled in cooperation with the Kansas City Police Department or other authorities.

#### Video Recording of Students

Students may be recorded with security cameras or hand-held video cameras during the school day. These recordings will remain secure within the school and will not be used for any purposes other than those deemed in the best interest of the school and its students. Video recordings may be used to enhance and promote school safety, record effective or ineffective practices for future study, and provide a record for staff and families of particular student interactions or behaviors. Any video recording retained by the School (at the School's discretion) will be considered part of the student's record. Meetings, trainings, and classes held via Zoom or other video-conferencing platforms may also be recorded according to the above policy.

#### Corporal Punishment

No person employed by or volunteering on behalf of the Kauffman School shall administer or cause to be administered corporal punishment upon a student attending the school. A staff member may, however, use reasonable physical force against a student without advance notice to the Chief Executive Officer, if it is essential for self-defense, the preservation of order, or for the protection of the student, other persons, or the property of the school.

#### Student Searches

The Kauffman School reserves the right to conduct searches of one or more students and their property, including but not limited to backpacks, jackets, and vehicles (per Board Policy 2650), when there is a reasonable suspicion that the search will provide evidence of a threat to the safety, welfare, or security of persons or property and/or a violation of school rules or of state or federal law. Except in an emergency, searches will take place in the presence of a Kauffman School administrator and at least one other staff member or school security officer. The parent(s) or guardian(s) of a searched student will be notified as soon as possible to inform them that a search has occurred. If a student refuses to cooperate with a request to search a backpack or other property, the school will confiscate the property in question, and the student may be subject to other discipline for the failure to cooperate.

In order to help ensure that the Kauffman School is a safe place and as a means of proactively discouraging the presence of items that could be used to jeopardize the safety, welfare, or security of people or property, the School may periodically conduct searches of all students and their property in either or both of the middle schools and/or the high school. The School also may conduct searches of students and their property by a random selection process as determined and communicated in advance. The School's ability to conduct these types of searches are in addition to searches based on a reasonable suspicion.

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Notice Provisions, Requirements, and Definitions of The Missouri Safe Schools Act

As required by Missouri State law, it is the policy of the School that School administrators are required to report acts of school violence to all teachers and other School personnel who are directly responsible for the student’s education or otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. “Acts of school violence” include exertions of physical force with the intent to do serious physical injury, which is defined in Missouri Revised Statutes § 565.002(6) as an injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body.

In addition, Missouri State law requires School administrators to inform the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be one of the following felonies if committed on school property, including, but not limited to, actions on any school bus in service on behalf of the School or while involved in school activities:

- First Degree Murder under 565.020, R.S.Mo.;
- Second Degree Murder under 565.021, R.S.Mo.;
- Kidnapping under 565.110, R.S.Mo.;
- First Degree Assault under 565.050, R.S.Mo.;
- Second Degree Assault under 565.060, R.S.Mo.;
- Rape in the First Degree under 566.030, R.S.Mo.;
- Rape in the Second Degree under 566.031, R.S.Mo.;
- Sodomy in the First Degree under 566.060, R.S.Mo.;
- Sodomy in the Second Degree under 566.061, R.S.Mo.;
- Burglary in the First Degree under 569.160, R.S.Mo.;
- Burglary in the Second Degree under 569.170, R.S.Mo.;
- Robbery in the First Degree under 569.020, R.S.Mo.;
- Distribution of Drugs under 195.211, R.S.Mo.;
- Distribution of Drugs to a Minor under 195.212, R.S.Mo.;
- Arson in the First Degree under 569.040, R.S.Mo.;
- Voluntary Manslaughter under 565.023, R.S.Mo.;
- Involuntary Manslaughter under 565.024, R.S.Mo.;
- Felonious Restraint under 565.120, R.S.Mo.;
- Property Damage in the First Degree under 569.100, R.S.Mo.;
- Possession of a Weapon under 571, R.S.Mo.;
- Child Molestation in the First Degree under 566.067, R.S.Mo.;
- Sexual Misconduct Involving a Child under 566.083 R.S.Mo.;
- Sexual Abuse in the First Degree under 566.100 R.S.Mo.;
- Harassment under 565.090, R.S.Mo.; and/or
- Stalking under 565.225, R.S.Mo.

The School will fully cooperate in any investigation and encourages its personnel to prosecute students who are involved in conduct that threatens or causes physical harm to them. In addition, if the School is notified by the juvenile officer that a petition has been filed alleging that a student has committed a serious offense against persons or property, teachers and other School personnel with a need to know will be notified of that information.

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Acts of violence, or drug-related activities as listed above, are serious violations of the discipline policy. The school will maintain records of any serious violations of the discipline policy. Such records will be available to teachers and employees with a need to know.

The School shall report rates and durations of, and reasons for, student suspensions of ten (10) days or longer and expulsions. Any student who has been suspended for an act as outlined above or drug-related activity shall be prohibited from being within 1,000 feet School property (or any property at which official School activities may be conducted) during suspension unless he/she is (1) accompanied by a parent/guardian, (2) in attendance at another school at he/she enrolled and such school is within 1,000 feet of the School, or (3) such student resides within 1,000 feet of the School.

Any information regarding serious offenses will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a student.

If a student's Individualized Education Plan (IEP) includes an indication that the student's condition includes violent behavior or a behavior disorder that information will be provided to any teacher and other school personnel with a need to know such information or that is involved in educating such child pursuant to that child's IEP.

## STUDENT HEALTH

### Student Illness

If a student becomes ill or is seriously injured during the school day, the Kauffman School will make every effort to contact the parent/guardian. The emergency phone number listed for the student will be called if a parent/guardian cannot be reached. If the accident or illness necessitates the services of a physician, we will call the physician you have listed on the emergency information form. If the listed physician is not available, the local hospital will be used. Medical or other information pertaining to the student and situation will be shared with emergency contacts as necessary. Please keep the Kauffman School advised of any changes in phone number or emergency contacts.

“It is unlawful for any child to attend a public school in Missouri while afflicted with any contagious or infectious disease, or while liable to transmit such disease after having been exposed to it” (R.S.Mo 167.191).

Parents/guardians should keep students home from school if they have a temperature or other symptoms of illness. An ill student may not return to school until the student:

- has been fever free for 24 hours without the use of fever-lowering medication. A fever is defined as a temperature of 100 degrees or higher orally.
- has been free of vomiting or diarrhea for 24 hours after the last episode of such or has a doctor’s note indicating the student may return to school prior to the 24 hour time period.
- is free of continuous coughing.
- is free of lice.

### Health Services

A registered nurse (“School Nurse”) supervises health services at the Kauffman School. Injured or sick students will be accompanied by a staff member to the School Nurse’s office. In the event of an emergency, the School Nurse will be notified and will respond to the student in the building.

The School Nurse’s office maintains copies of required student health forms. Medical history noted in student records may require further documentation. Physician documentation (as set forth herein) is required for all significant diagnoses such as: Asthma, Food Allergy, Seizure, Diabetes, and others. Please be advised that without this necessary documentation we cannot ensure proper care for the health and safety of your child at the Kauffman School and these health forms must be filled out properly and returned to the school.

### Health Screening

Screening tests for the following health conditions will be conducted on various grade levels as per Missouri Department of Health Guidelines, including vision, hearing, lice, etc. Screenings will be performed as time and resources permit.

### Medication

In an effort to provide for the health and safety of students by avoiding the misuse of medication, the following procedures apply for dispensing medications at the Kauffman School. School personnel will not give medication to students except under these conditions. These rules are intended to promote the wellbeing of all students.

Students are not allowed to transport medication to the Kauffman School. Medication must be delivered to the Kauffman School by a parent or guardian.

The Kauffman School will provide certain over-the-counter medications to be administered only when it is deemed necessary.

The following documentation is required for any personal, including prescription and over-the counter medication:

- Completed Parent Authorization for Medication Administration form;
- Clearly written instructions from a physician stating the name of student, type of medication (the name of the drug), current date, the dosage to be given and the times to be administered, or the medication label provided by the pharmacy at the physician's directions will be sufficient if the prescription was prescribed for the student and a current date is on the label.

Additionally, the following guidelines must be followed by students and parents/guardians for medication to be dispensed by the School Nurse:

- Medication must be transported to the Kauffman School by a parent/guardian and given to the School Nurse, students may not transport any medication, even over-the-counter medication such as cough drops;
- Prescription medicine must be in the original and current prescription bottle (the pharmacist can provide an extra labeled prescription bottle for the school);
- Over-the-counter medication must be in an unopened and labeled bottle;
- The Kauffman School does not allow students to take medication with another family member's name on the label;
- The first dose of any medication should be given at home whenever possible. The School Nurse can decide not to administer the first dose of a medication if, in his/her clinical judgment, it may compromise the safety of the student while attending school. In that instance, parents/guardians would be notified;
- Any prescription medications, including inhalers, that don't have a prescription label, need a written note from the prescribing physician;
- All medications must be picked up by a parent or guardian within one calendar week of the last day of school. All medications not picked up or scheduled for pick up will be disposed of the following day.

### Students Self-Carrying Emergency Medications

The School Nurse, using his/her own professional judgment and in consultation with the parent/guardian, may allow select students to carry their own emergency medications, including inhalers and epinephrine auto-injectors. In this event, the following documentation is required:



- A written treatment plan by the student's physician;
- Completed Parent Authorization Medication Administration form;
- Completed Physician Authorization for Medication form.

#### Medications Requiring Injection

- If a medical condition exists requiring injectable medication, whenever possible the student should self-administer the medication.
- If the School Nurse is unavailable, the parent/guardian will be responsible for making other arrangements.
- If the injectable medication is required in an emergency and the nurse or the School Nurse is unavailable, school personnel will call 911.
- A prescription label or written order from the prescribing physician and a signed medication authorization form is required for the administration of all injectable medication.

#### Emergency Medication

The Kauffman School is equipped with an epinephrine auto-injector, more commonly known as an Epi-Pen. In the event of anaphylaxis (a life-threatening allergic reaction that may be triggered by a food allergy, insect bite, or drug allergy), the Epi-Pen will be used by school personnel and 911 will be notified.

The Kauffman School is also equipped with over the counter medication Asthmanefrin. In the event of a severe asthma attack, Asthmanefrin will be administered via a nebulizer breathing treatment by the School Nurse. Prior to administration, every attempt will be made to contact the parent/guardian and 911 will be contacted.

#### Emergency Medication for Field Trips

Students' personal emergency medications such as an epinephrine auto injector (Epi-Pen) must accompany the student on all scheduled field trips. This includes only those emergency medications that the Missouri State Board of Nursing has deemed allowable to delegate its administration by a non-health provider such as a teacher. The parent/guardian is responsible for providing emergency medications to the school. If the emergency medication has not been provided or is expired, the student may not attend the field trip.

#### Student Allergy Prevention and Response

The Kauffman School will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with school policies and procedures pertaining to the identification and accommodation of students with disabilities. All staff members are required to follow any 504 Plan or IHP/EAP developed for a student by the school.

Staff members may use air fresheners, oils, candles or other such items intended to add fragrance in any school facilities, but shall desist from such use at the direction of the Chief Executive Officer. This provision will not be construed to prohibit the use of personal care items that contain added fragrance,

but the Chief Executive Officer may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances. Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the school.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

All staff members will be trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use and/or location and procedures associated with epinephrine premeasured auto-injection devices. Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations (GLEs) for health education.

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will not be shared with students and others who do not have a legitimate educational interest in the information only to the extent authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's 504 Plan or IHP/EAP. Information about known allergies will be shared in accordance with FERPA. Each building will maintain an adequate supply of epinephrine premeasured auto-injection devices to be administered in accordance with Board policy.

#### Illness and Injury Response and Prevention

School personnel will provide appropriate first aid and emergency treatment, and contact emergency medical services (EMS) when appropriate, for any individual who is injured or becomes ill while on school property, on school transportation, or at a school activity. Further medical attention, including the cost of services provided by EMS, is the responsibility of the individual unless otherwise required by law.

The Kauffman School does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents/guardians or legal liability insurance. Parents/Guardians should be prepared to pay for their child's possible medical expenses.

#### Counseling Services

The Kauffman School understands that students may experience personal, social, or family issues that can affect their academic performance. We have made a strong commitment to meet any needs that students and their families may encounter. We will provide 1:1 counseling sessions as well as small groups counseling for students as appropriate. If a challenge cannot be solved within our counseling structure, external referrals with other social service agencies and organizations will be made to help find solutions. If you have any questions regarding counseling services, please contact the Principal.

#### Health and Sexual Education Curriculum

The Kauffman School provides a series of health and sexual education classes for our students. The purpose of these workshops is to aid in creating an environment in which every student, faculty

member, and family feels safe and makes healthy decisions, thereby giving everyone the opportunity to attain the best possible education. The classes are part of the fitness curriculum, and will be taught by the fitness teacher, a designated staff member, or a contracted provider.

The Kauffman School will send a letter home with students to explain the specific curriculum offered. Families will also have the opportunity to meet with school administrators as needed. While families do not have to give permission for their student to participate in the workshops, they do have the right to exempt their children from such class periods. To do this, simply write a letter to the Principal.

#### Pregnant Students

Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular programs as before they left.

#### Wellness

The Kauffman School is committed to the optimal development of every student to achieve personal, academic, developmental, and social success, and strives to create positive, safe and health-promoting learning environments at every level throughout the school year.

The Kauffman School promotes a culture of student wellness focusing on good nutrition and physical activity to address student weight/obesity concerns, to facilitate student learning of lifelong healthy habits, and to increase student achievement. A more detailed description of the specific goals and procedures of the Kauffman School wellness program is set forth in the Wellness Policy posted on the school's website at [www.kauffmanschool.org](http://www.kauffmanschool.org).

#### Diabetes

Diabetes is a common chronic disease of childhood. The Kauffman School is aware of the increasing number of children with diabetes who require accommodations during the school day to perform blood glucose testing, consume between-meal snacks, and take insulin injections or make insulin pump adjustments. This policy is to assist in the following:

- to ensure the proper medical management and safety of the student, minimizing the possibility that diabetes-related emergencies might disrupt his/her educational and classroom activities, and
- to provide guidance to enable the student with diabetes to successfully manage his/her diabetes and continue to achieve academically.

Communication between parent/guardian, school personnel, the student's health care providers, and the school nurse is important to successfully manage a student's diabetes in the educational setting.

#### ***Enrollment and Evaluation***

Parents and guardians enrolling students with diabetes into the Kauffman School are required to inform the Kauffman School via the application and registration form. Upon such notice, the School will initiate the process to evaluate the student in accordance with the Kauffman School's OCR-approved Section 504 procedures. Should the notice be provided during a time when school is not in session, the evaluation process will begin upon the student's first day of attendance at the school. During the evaluation process, the Kauffman School may request medical records and/or request the ability to communicate with the student's medical provider to obtain additional information regarding the

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student's diabetes. If the student is found eligible for services, diabetes care services and accommodations will be specified in the Section 504/Title II plan, as well as in any diabetes health care plan.

**Medical Supplies at School**

Parents and guardians are to provide all necessary medical supplies to the Kauffman School if any glucose/ketone testing or medication is to be given by Kauffman School personnel. Pursuant to parent/guardian permission, any medical supplies transported to the Kauffman School via the student, must be immediately checked in at the School Nurse's office upon arrival. Written communication will be provided to the parents and guardians when supplies are running low to help prevent the student from running out of medical supplies during the academic day.

**Emergency Supply Kit**

Upon a written request from the Kauffman School, Parents and guardians of students who are eligible for diabetes care services and accommodations under Section 504/Title II must provide an emergency supply kit to remain at the School. This kit is for use in the event of an emergency or disaster; it is not part of the daily supplies for the student. The emergency kit shall contain enough supplies for at least 72 hours, including the following items as appropriate:

- Blood glucose meter, testing strips, lancets, and batteries for the meter
- Urine and/or blood ketone test strips and meter
- Insulin, syringes, and/or insulin pens and supplies
- Insulin pump and supplies, including syringes, pens, and insulin in case of pump failure.
- Other medications.
- Antiseptic wipes or wet wipes
- Quick-acting source of glucose
- Water
- Carbohydrate-containing snacks with protein
- Hypoglycemia treatment supplies (enough for three episodes): quick-acting glucose and carbohydrate snacks with protein
- Glucagon emergency kit.

If the supplies in the emergency kit are used, the School will notify the parents and guardians in writing to refill the kit within two (2) school days.

**Training of Team Members**

Annually, the Kauffman School will provide two levels of training by qualified medical personnel to Kauffman School team members who educate, serve, supervise, or transport students with diabetes, including, but not limited to, teachers, substitute teachers, aides, paraprofessionals. Training will be offered to the bus company for the bus drivers assigned to transport students of the Kauffman School. For team members who join the Kauffman School after the annual training date, an opportunity to receive training will be provided. The Kauffman School administration will determine the date of the training.

However, the training shall occur in advance of educating, serving, or supervising a student with diabetes.

Level 1 training will be required for all the Kauffman School staff, and will be offered to the bus company at the beginning of the school year. Level 1 training may include, but not be limited to the

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following topics: an overview of diabetes; how to recognize and respond to hypoglycemia (low blood glucose) and hyperglycemia (high blood glucose); and whom to contact for help in an emergency.

Level 2 training is designed for Kauffman School staff members who will be responsible for implementation of a student's Section 504/Title II plan, as well as any diabetes medical management plan. Level 2 training will include, but not be limited to the following topics: the content of Level 1 training; identifying roles and responsibilities of individual staff members; procedures and brief overview of the operation of devices (or equipment) commonly used by students with diabetes; impact of hypoglycemia (low blood glucose) and hyperglycemia (high blood glucose) on behavior, learning, and other activities; and the student's Individualized Health Care Plan (IHP), 504 Plan, IEP, or other education plan.

Throughout the school year, the School Nurse will provide ongoing support to those Kauffman School personnel who have questions about providing care to students with diabetes under their supervision.

#### **Suicide Awareness and Prevention**

The Kauffman School is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy outlines key protocol and procedures for the Kauffman School in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is adopted pursuant to Section 170.048, RSMo.

The Kauffman School will address suicide awareness and prevention through the following policy components:

1. Crisis response procedures
2. Procedures for parent involvement
3. Community resources available to students, parents, patrons and employees
4. Responding to suicidal behavior or death by suicide in the school community
5. Suicide prevention and response protocol education for staff
6. Publication of policy

#### *Crisis Response Procedures*

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, Kauffman School personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any Kauffman School employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify a member of the Social Work, Dean or Administrative team, or his/her designee.

The following steps will be employed in response to any risk of student suicide:

1. Locate the student
2. Inform the Social Worker / Dean / Member of the Administrative Team

3. Ensure that the student remains supervised at all times
4. Social Worker completes initial assessment and determines risk
5. (If needed) Social Worker creates safety plan
6. Family or appropriate authorities are informed

#### *Procedures for Parent Involvement*

A member of the Social Work, Dean or Administrative response team may reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student's mental well-being and safety.

If the parent refuses to cooperate or if there is any doubt regarding the student's safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.

#### *School and Community Resources*

A student exhibiting suicidal behavior may be directed to meet with the Social Worker, Dean, administrative team member, teacher, and/or their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills and a safety plan as necessary. A basic list of resources can be found on the Missouri Department of Mental Health website.

#### *Responding to Suicidal Behavior or Death by Suicide in the School Community*

When the Kauffman School community is impacted by suicidal behavior or a death by suicide, the Kauffman School will confer with their Social Work, Dean, and Administrative Teams and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the Kauffman School community understand and process the behavior and/or death.

The Social Work, Dean or Administrative team will determine appropriate procedures for informing the Kauffman School community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

#### *Suicide Prevention and Response Protocol Education for Staff*

All Kauffman School employees will receive information annually regarding this policy and the Kauffman School's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

#### *Publication of Policy*

The Kauffman School will notify employees, students and parents of this policy by posting the policy and related procedures and documents on the Kauffman School's website and discussing this policy during employee training as detailed herein.

## TECHNOLOGY USAGE POLICY

The Kauffman School's technology resources exist for the purpose of maximizing the educational opportunities and achievement of students. Use of technology resources in a disruptive, manifestly inappropriate or illegal manner impairs the school's mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all student users. The technology resources may be used only by authorized students and is a privilege, not a right. By entering the Kauffman School provided login and password to the system, a person becomes an authorized user and agrees to follow the school policies and procedures. All users shall immediately report any security problems or misuse of the school's technology resources to an administrator or teacher.

In addition, students must recognize that they do not have a legal expectation of privacy in any electronic communications or other activities involving the Kauffman School's technology. A user ID with e-mail access, if granted, is provided only on condition that the user consents to interception of or access to all communications accessed, sent, received or stored using school's technology.

All other expressive activities involving the Kauffman School's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Kauffman School policies.

The Kauffman School makes Internet access and interconnected computer systems available to students and faculty. The school provides electronic networks, including access to the Internet, as part its instructional program and to promote educational excellence by facilitating resource sharing, innovation, and communication. The Kauffman School expects all students to take responsibility for appropriate and lawful use of this access, including good behavior on-line. The Kauffman School may withdraw student access to its network and to the internet when any misuse occurs. Kauffman School teachers and other staff will make reasonable efforts to supervise use of network and internet access; however, student cooperation is vital in exercising and promoting responsible use of this access.

### Violations

If a user violates this policy, the Kauffman School will deny a student's access or will withdraw access and may subject a student to additional disciplinary action.

### Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the Kauffman School's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Kauffman School staff members are prohibited from using social networking sites to engage with students, parents, guardians, or to conduct any business or communication on behalf of the school. Parents, guardians, and students are asked to refrain from attempting to initiate contact with Kauffman School staff in any manner other than through the Front Desk or via the teacher's school mobile phone.

### Terms and Conditions

- 1) Acceptable Use - Access to the Kauffman School's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the school;

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or (b) for legitimate business use.

- 2) Privileges - The use of the Kauffman School's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator and/or Director of Operations will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.
- 3) Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
  - a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;
  - b. Unauthorized downloading of software, regardless of whether it is copyrighted or de- virused;
  - c. Downloading copyrighted material for other than personal use;
  - d. Using the network for private financial or commercial gain;
  - e. Wastefully using resources, such as file space;
  - f. Hacking or gaining unauthorized access to files, resources, or entities;
  - g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
  - h. Using another user's account or password;
  - i. Posting material authored or created by another, without his/her consent;
  - j. Posting anonymous messages;
  - k. Using the network for commercial or private advertising;
  - l. Accessing social media sites;
  - m. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
  - n. Using the network while access privileges are suspended or revoked.
- 4) Indemnification - The user agrees to indemnify the Kauffman School for any losses, costs, or damages, including reasonable attorney fees, incurred by the Kauffman School, relating to or arising out of any violation of these procedures.
- 5) Vandalism - Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
- 6) Telephone Charges - The Kauffman School assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
- 7) Copyright Web Publishing Rules - Copyright law and school policy prohibit the republishing of text or graphics found on the Web or on Kauffman School websites or file servers, without explicit written permission.



- a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
- d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and the student.

In accordance with the Children's Internet Protection Act, the Kauffman School has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The Kauffman School blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the Kauffman School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks.

#### Technology Security and Unauthorized Access

- 1) All users shall immediately report any security problems or misuse of the Kauffman School's technology resources to a teacher or administrator. No person will be given access to Kauffman School technology if he or she is considered a security risk by the Chief Executive Officer or his/her designee.
- 2) Use of Kauffman School technology resources in attempting to gain or gaining unauthorized access to any technology system or the files of another is prohibited.
- 3) The unauthorized copying of system files is prohibited. Intentional or negligent attempts, whether successful or unsuccessful, to interfere with the ability of others to utilize any Kauffman School technology are prohibited.
- 4) Any attempts to secure a higher level of privilege on the technology resources without authorization are prohibited.
- 5) The introduction of computer "viruses," "hacking" tools or other disruptive/destructive programs into a school computer, network, or any external networks is prohibited.

#### Online Safety - Disclosure, Use and Dissemination of Personal Information

- 1) Students shall not be provided access to social media (bulletin boards, electronic chat boards, message forums, etc.), or downloading files without specific teacher approval of content.
- 2) Student users are prohibited from sharing personal information about themselves or others over the Internet, unless authorized by the Kauffman School.
- 3) Student users shall not agree to meet with someone they have met on-line without parental approval.
- 4) No vulgarity or profanity is allowed.

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- 5) A student user shall promptly disclose to his or her teacher or other Kauffman School employee any message the user receives that is inappropriate or makes the user feels uncomfortable.
- 6) Users shall receive or transmit communications using only school-approved and school-managed communication systems. For example, users may not use web-based e-mail, social networking, messaging, and videoconferencing or chat services, except in special cases where arrangements have been made in advance and approved by the school.
- 7) No curricular or non-curricular publication distributed using Kauffman School technology will include the address, phone number or e-mail address of any student without permission from that student and his/her parent/s if the child is a minor.

#### Electronic Mail

- 1) A user is responsible for all e-mail originating from the user's ID or password.
- 2) Forgery or attempted forgery of e-mail messages is illegal and is prohibited.
- 3) Unauthorized attempts to read, delete, copy or modify e-mail of other users are prohibited.
- 4) Users are prohibited from sending mass (more than 200 recipients) electronic mail messages without administrative approval.
- 5) All users must adhere to the same standards for communicating online that are expected in the classroom and that are consistent with school policies, regulations and procedures.

#### Violations of Technology Usage Policies and Procedures

Use of the Kauffman School's technology resources is a privilege, not a right. A user's privileges may be suspended pending an investigation concerning use of the school's technology resources. Any violation of Kauffman School policies, regulations or procedures regarding technology usage may result in temporary, long-term or permanent suspension of user privileges. The administration may use disciplinary measures to enforce school, policies, regulations and procedures. Students may be suspended or expelled, for violating the Kauffman School's policies, regulations and procedures. Any attempted violation of Kauffman School policies, regulations or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.

## OTHER SCHOOL INFORMATION

### Parent/Guardian Concerns and Complaints

The Kauffman School knows parents/guardians care deeply about their students and the Kauffman School team shares that deep commitment to the best interests of students. When parents/guardians express concerns or lodge a complaint at the Kauffman School, we will strive to impartially evaluate those issues and attempt to resolve them as quickly and effectively as possible in order to diminish any potential negative impact on students or the school. The Kauffman School has established the following system to address problems in a fair and expeditious manner with the intent of limiting distractions.

In all cases, the Kauffman School encourages parents/guardians to talk directly with the school about challenges or disagreements rather than talking first with other members of the school community. We cannot resolve a problem or clarify an issue if we do not know what the problem or issue might be. Gossip and open complaining often lead to miscommunication or misunderstanding that can distract the school from best serving students. Parents/guardians who seek resolution of concerns or complaints by using established procedures are assured that they will not be subjected to discrimination or retaliation, or be penalized in any way for their use of these procedures.

The Kauffman School also commits to discussing areas of concern directly with families and reducing extraneous or unproductive communication.

### Parent Concern

A concern is an issue a parent/guardian has with some aspect of the school that does not rise to the level of an alleged breach of the law or egregious violation of Kauffman School policy. A concern may involve homework or a question regarding a specific disciplinary action not covered above.

Parents/guardians are asked to address concerns regarding *classroom instruction, school culture, or academic activities* in the following manner:

- 1) Make an appointment to speak with the classroom teacher at school or via phone.
- 2) If the concern cannot be resolved through direct discussion with the teacher, or if the concern directly involves the teacher, the parent/guardian may make an appointment to discuss the situation with the Principal or another school administrator.
- 3) If discussion with the Principal does not resolve the concern, or if the concern directly involves the Principal, the parent/guardian may submit the concern and the desired outcome in writing to the School's Chief Executive Officer.
- 4) The Chief Executive Officer will respond in a timely manner, either with next steps or the decision resolving the matter. The decision of the Chief Executive Officer is final.

Parents/guardians are asked to address concerns regarding *student discipline* in the following manner:

- 1) Make an appointment to speak with the classroom teacher at school or via phone.
- 2) If the concern cannot be resolved through direct discussion with the teacher, or if the concern directly involves the teacher, the parent/guardian may make an appointment to discuss the situation with the Dean of Students.
- 3) If discussion with the Dean of Students does not resolve the concern, or if the concern directly involves the Dean of Students, the parent/guardian may make an appointment to

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- discuss the situation with the Principal or another school administrator.
- 4) If discussion with the school administrators does not resolve the concern, or if the concern directly involves the school administrators, the parent/guardian may submit the concern and the desired outcome in writing to the School's Chief Executive Officer.
  - 5) The Chief Executive Officer will respond in a timely manner, either with next steps or the decision resolving the matter. The decision of the Chief Executive Officer is final.

Parents/guardians are asked to address concerns regarding Kauffman School *operations and administration* in the following manner:

- 1) Make an appointment to speak with the Kauffman School Office Coordinator to present the concern.
- 2) If discussion with the Office Coordinator does not resolve the concern, or if the concern directly involves the Office Coordinator, the parent/guardian may submit the concern and the desired outcome in writing to the CEO.
- 3) The CEO will make an appointment to discuss the issue with the parent/guardian in a timely manner and offer his/her resolution regarding the concern. The decision of the CEO is final.

#### Parent Complaint

A complaint is any significant concern that arises as an alleged breach of the law or egregious violation of Kauffman School policy in the alleged violation. A "complaint" is treated as more serious than a "concern," where a solution or decision is more readily apparent. Parents/guardians who seek resolution of complaints by using established procedures are assured that they will not be subjected to discrimination or retaliation, or be penalized in any way for their use of these procedures.

If the parent/guardian of an enrolled student wishes to make a complaint, they are asked to follow the reporting procedure below:

- 1) Complaints regarding *classroom instruction, Kauffman School culture, or academic activities* should be submitted in writing to the Principal.
- 2) Complaints regarding *student discipline* should be submitted in writing to the Dean of Students.
- 3) Complaints regarding *Kauffman School operations and administration* should be submitted in writing to the Director of Operations.
- 4) If the Principal, Dean of Students, or Director of Operations is unable to resolve the complaint, or if the complaint directly involves the Principal, Dean of Students or Director of Operations, the parent/guardian may submit the written complaint to the CEO.
- 5) If the CEO is unable to resolve the complaint, or if the complaint directly involves the CEO, the parent/guardian may submit the written complaint to the Chair of the Board of Directors.
- 6) The Chair will address the issue with the Board at the next regularly scheduled meeting and report the decision of the Board to all parties involved within five business days of the Board's decision.
- 7) The decision of the Board is final.

#### Programs for Transitional Students

The Kauffman School recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the school, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to

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ensure that homeless students in the school have access to a free and appropriate public education. If parents/guardians find their family in any of these situations, the Chief Executive Officer (or designee) should be contacted for assistance. Upon request from the Chief Executive Officer (or designee), taxicab transportation will be scheduled to assure students are able to get to and from school.

#### Program for English Learners

The Kauffman School strives to prepare all students for both college graduation and a rich and rewarding adult life. In order to fulfill this vision for all students, the Kauffman School will ensure that English Learners (EL) are given the tools and strategies they need to be successful both socially and academically. The English Learner Program Manager and classroom teachers will help EL students build English proficiency while respecting and celebrating the wide variety of cultures, histories and experiences that EL students bring to our community. While EL students work towards English proficiency, The English Learner Program Manager and classroom teachers will maintain regular communication with the families of EL students in order to inform them of their children's progress.

To ensure that parents/guardians are properly notified of the EL program, all new and enrolling students are asked to complete a Home Language Survey to establish the presence of a student's non-English language background. The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services. A more detailed description of the procedures for identification and placement, and development of EL students is set forth in the Kauffman School EL Plan posted on the school's website at [www.kauffmanschool.org](http://www.kauffmanschool.org).

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#### Restrictions on Attending School

No student shall be re-admitted or enrolled in a regular program of instruction if:

- a) an indictment or information is filed against the student and no judgment is found,
- b) a petition is filed under Section 211.091 R.S.Mo. alleging the student committed an act and no judgment is found, or
- c) a person was adjudicated to have committed an act, which, if committed by an adult, would be one of the following:
  - First Degree Murder;
  - Second Degree Murder;
  - First Degree Assault;
  - Forcible Rape or Sodomy;
  - First Degree Robbery;
  - Distribution of Drugs to a Minor;
  - First Degree Arson;
  - Kidnapping as a Class A Felony;
  - Statutory Rape; and/or
  - Statutory Sodomy.

This section *shall not* prohibit the re-admittance or enrollment of any student if a petition has been dismissed or when a student has been acquitted or adjudicated not to have committed any of the above acts. In addition, this section *shall not* apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student's disability. Finally, nothing in this section shall be construed to prohibit a School that provides an alternative education program from enrolling a student in an alternative education program if the school determines such enrollment is appropriate.

Public Notice Regarding Students with Disabilities

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

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

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

The Kauffman School has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Office of Director of Special Education, Kauffman School, 6401 Paseo Boulevard, Kansas City, Missouri 64131. This notice will be provided in native languages as appropriate or requested.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school, and to do so must inform the custodian of records three (3) days in advance by written request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible

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students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading, submitting a written request to the custodian of records detailing the information they believe is inaccurate, and as applicable providing the corrected information. The custodian of records will investigate the potential conflict of the record, and decide within three (3 days) if correction is required. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record, which must identify the records for which consent to disclosure is being given, the purpose of the disclosure, and the party or class of parties to whom the disclosure is being made. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials within the school with legitimate educational interest (including contractors if they perform functions the school would otherwise use employees for so long as the contractor is under direct control of the school and the Contractor agrees to the non-disclosure requirements);
- Officials of other schools or school systems in which the student seeks or intends to enroll (so long as the disclosure is for purposes related to the student's enrollment/transfer), upon condition that the School makes a reasonable attempt to notify the student's parents, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. The notification requirement is satisfied if the School annually states a general intention to honor requests by other schools for school records regarding that student in relation to a request for transfer in an annual FERPA notice to the parents;
- Specified state and national officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school, provided studies do not result in disclosure of single student information;
- The Federal Food Service Program, provided the information is disclosed in an aggregated form;
- Accrediting organizations;
- Child welfare agencies with a right to access a student's case plan if the agency has the right to care for the child;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

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As part of the student's record, the School maintains a record of all parties that have requested or obtained access to a student's education records and indicating the legitimate interest from the above list that each party has in obtaining this information. All disclosures made of student information require the recipient to agree that it will not disclose the information without the consent of the students' parents.

The School reserves the right to include appropriate information in the educational record of any student concerning disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, or disclosing such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student. FERPA does not prohibit disclosure of student records to sex offender registries.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, dates of attendance, and the most recent previous educational agency or institution attended by the student. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The School must notify parents and eligible students annually of their rights under FERPA, including the above information as well as their right to file a complaint with the Department of Elementary and Secondary Education for failures to comply with this section.

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#### Every Student Succeeds Act of 2015 (Public Law 114-95) Parent Notification

The Elementary and Secondary Education Act (ESEA) requires notification to parents when any of the following situations exist in a Local Education Agency (LEA) receiving federal funds. Additional information regarding these requirements can be found in this manual.

1. LEAs must annually disseminate DESE's ESSA Complaint Procedures to parents of students and appropriate nonpublic school officials or representatives.
2. At the beginning of each school year, a participating LEA must notify the parents of each student attending a school that receives Title I.A funds that they may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A school that receives Title I.A funds must provide all parents notice their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. Within 30 days after the beginning of the school year, an LEA must inform parents their child has been identified for participation in a language instruction educational program.
5. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.
6. Testing Transparency – LEAs must make available to the public for each grade and each assessment required by the state, the following:
  - a. the subject matter assessed;
  - b. the purpose for which the assessment is designed and used;
  - c. the source of the requirement for the assessment (statutory cite);
  - d. the amount of time spent on the assessment;



- e. the schedule for administering the assessment; and,
- f. the time and format for disseminating results.

#### Every Student Succeeds Act of 2015 (Public Law 114-95) Parents' Right to Know

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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#### Every Student Succeeds Act of 2015 (Public Law 114-95) Complaint Procedures

This guide explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)<sup>2</sup>.

1. What is a complaint?  
For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.
2. Who may file a complaint?  
Any individual or organization may file a complaint.
3. How can a complaint be filed?  
Complaints can be filed with the LEA or with the Department.
4. How will a complaint filed with the LEA be investigated?  
Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.
5. What happens if a complaint is not resolved at the local level (LEA)?  
A complaint not resolved at the local level may be appealed to the Department.
6. How can a complaint be filed with the Department?

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A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

#### Required LEA Documents

The most updated copies of the LEA Parent and Family Engagement Policy, the School Parent and Family

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Engagement Policy, and the School Parent Compact can be found on the Kauffman School Website under the “School Policies and Forms” section.

#### The Missouri Course Access Program (MOCAP)

The Kauffman School makes every attempt to meet the curricular needs of all of its students by offering a wide range of course offerings and opportunities through in-classroom personalized instruction.

Missouri law also provides the opportunity for online learning through the Missouri Course Access Program (“MOCAP”). MOCAP courses are delivered over the internet by Missouri certified teachers and are designed to offer Missouri students courses when there are no qualified teachers to teach in-person courses, and to allow students to take courses not offered at the local school. MOCAP is not a school and does not offer a complete high school diploma program. **Enrollment of a Kauffman School student in MOCAP must be approved by the Kauffman School.**

#### *Student Skills Necessary for Success in Virtual Courses and Other Considerations*

In evaluating whether it is in the best educational interest of a student to participate in MOCAP, the Kauffman School will consider the following:

- Alignment of the virtual course(s) with the Kauffman School curriculum.
- Consideration of whether the Kauffman School’s educational philosophy and its definition of a Kauffman School graduate, both defined in the Kauffman School’s Student and Family Handbook, are likely to be realized for the student or may be inhibited if the student were to enroll in a virtual course.
- Consideration of whether the virtual coursework prepares students to be intellectually curious, economically independent, and confidently self-directed.
- Consideration of whether the virtual coursework promotes critical thinking and prepares the students for the academic and social rigors of college.
- Consideration of whether the request to enroll in virtual coursework aligns with the intention of MOCAP to offer Missouri students courses not offered at the Kauffman School.
- Demonstrated time-management skills that indicate the student is capable of independently submitting assignments and completing course requirements.
- Demonstrated persistence in overcoming obstacles and willingness to seek assistance when needed.
- Demonstrated verbal or written communication skills that will enable the student to succeed in an environment where the instructor may not be physically present to support the student’s understanding.
- Student has the necessary computer or technical skills to succeed in a virtual course.
- Student has access to technology resources to participate in a virtual course.
- Student’s previous level of success/struggles in previous virtual coursework.

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#### *Enrollment in Virtual Courses*

Interested students and families shall first contact the school’s principal or designee to make an appointment to discuss the enrollment process. Enrollment in virtual courses takes place at the same time enrollment takes place for other Kauffman School courses, with approval for enrollment outside of standard enrollment cycles rarely occurring and only occurring in extreme circumstances when the considerations noted above are satisfied. After this initial meeting, the student and the student’s parents/guardians will be required to submit the request - including the coursework in which the student wishes to virtually enroll, the requested dates of enrollment, the rationale for the request, and evidence of the above-noted considerations – in writing. The student will not be enrolled if the principal or

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designee, in consultation with the student's parents/guardians, and relevant staff, determines that it is not in the best educational interest of the student to enroll in the virtual course.

If a student is approved by the Kauffman School for enrollment in MOCAP, the Kauffman School will pay the costs of a virtual course. If a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians **must** meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals. The Kauffman School is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment.

The Kauffman School will provide supervision for students who take virtual courses in Kauffman School facilities, but will not provide supervision for students taking virtual courses offsite. Students taking courses virtually are subject to Kauffman School policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the Kauffman School's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

#### *Appeal*

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Chief Executive Officer. However, if the student is receiving special education services, the student's IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

If the student or parent/guardian appeals to the Chief Executive Officer, such appeal must be in writing and shall be submitted to the Chief Executive Officer within seven (7) days of notification of the determination made by the principal or designee. The Chief Executive Officer shall provide his/her recommendation to uphold or overrule the determination of the principal or designee within seven (7) days of his/her receipt of the written appeal. If the student or parent/guardian is not in agreement with the decision rendered by the Chief Executive Officer, they may appeal to the Kauffman School Board ("Board").

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

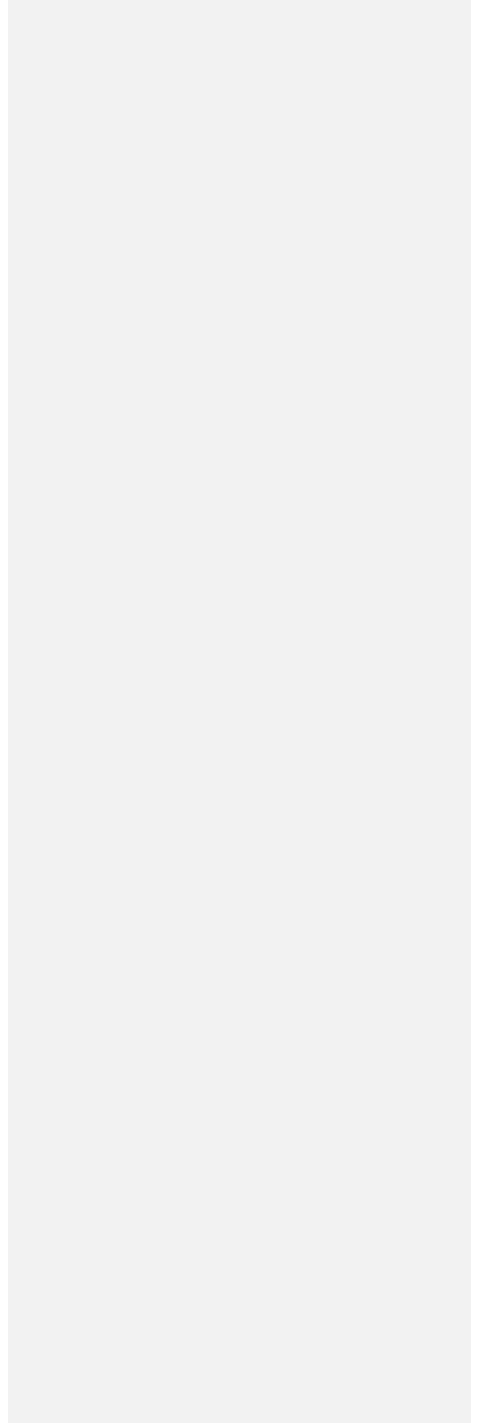
The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to the Missouri Department of Elementary and Secondary Education ("DESE"). The appeal to DESE must be filed within seven days of the Board's final decision.

#### *Related Resources*

Link to SB 603: [http://www.senate.mo.gov/18info/BTS\\_Web/Bill.aspx?SessionType=R&BillID=69472003](http://www.senate.mo.gov/18info/BTS_Web/Bill.aspx?SessionType=R&BillID=69472003) Link to DESE's MOCAP

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Information Page: <https://mocap.mo.gov/about.html>



**PARENT/GUARDIAN AND STUDENT RESPONSIBILITY**

The Kauffman School expects all parents/guardians and students to read and understand the Student and Family Handbook and to follow the rules and regulations set forth. The Student and Family Handbook is available on the website and in printed copy upon request. Discussions and reviews of the handbook conducted by school staff are in addition to, not instead of, the parents/guardians' review. Failure to read the Handbook will not prevent students from being held accountable for their behavior and receiving consequences listed within the handbook.

*Please contact your school's principal if you have questions or concerns regarding the Student & Family Handbook (816-268-5660). Thank you.*