

**ACADEMY FOR INTEGRATED ARTS
BOARD of DIRECTORS MEETING
AGENDA**

August 24th, 2023

4:30 p.m.

7910 Troost Ave., Kansas City, Missouri

The meeting will be held at AFIA. If you would like to join remotely, please use the information below to join the Zoom meeting:

<https://us06web.zoom.us/j/99620454836?pwd=enJvZTIRWmhBbzZEZDEwck5DcmRSQT09>

Meeting ID: 996 2045 4836

Passcode: nq4Pn4

Dial by your location

- +1 312 626 6799 US (Chicago)
- +1 646 558 8656 US (New York)
- +1 301 715 8592 US (Washington DC)
- +1 346 248 7799 US (Houston)
- +1 720 707 2699 US (Denver)
- +1 253 215 8782 US (Tacoma)

Meeting ID: 996 2045 4836

Passcode: 492360

Find your local number: <https://us06web.zoom.us/j/99620454836>

I. CALL TO ORDER

II. FINANCIAL REPORT

- Budget Report-Cara Newell

III. CONSENT AGENDA

- Approval of the minutes from the July 27, 2023 board meeting
- Approval of warrant list (check registry and purchasing card record)
- Approval of the financial report
- Approval of Tricia DeGraff, Executive Director, as Title IX Coordinator
- Approval of Tricia DeGraff, Executive Director, as Title I/II Coordinator
- Approval of Taylor Salle, Interventionist, as 504 Coordinator
- Approval of Jenessa Daniels, Social Worker, as Foster Care Point of Contact
- Approval of Jenessa Daniels, Social Worker, As Families in Transition/Homeless Liaison
- Approval of Karren Colbert, Principal, as ELL Coordinator

IV. ACTION ITEMS

- Approval of revisions to the Student Handbook
- Approval of the Formal Succession Plan for the School Leadership Team

V. EXECUTIVE DIRECTOR'S REPORT

- Monthly Update-Tricia DeGraff

VI. DISCUSSION ITEMS/COMMITTEE REPORT

- Education Committee Met August 23, 2023
- Audit/Finance Committee Met August 23, 2023
- Governance Committee Met August 15, 2023

VII. NEW BUSINESS

VIII. EXECUTIVE SESSION

Recommendation to enter into executive session for the purpose of conducting business related to personnel, real estate, and/or legal issues as specified in Section 610.021 of the Missouri Sunshine Law.

IX. ADJOURNMENT

- Next Board Meeting Date: September 28, 2023 at 4:30 PM at Academy for Integrated Arts

**ACADEMY FOR INTEGRATED ARTS
BOARD of DIRECTORS MEETING
MINUTES
July 27, 2023
4:00 P.M.
7910 Troost Ave., Kansas City, Missouri**

Present: Emily Brown, Secretary
Lynne Brown, Member
Peter Brown, Member
Brad Epsten, Chairman
Patrick Lenoir, Member
Cara Newell, Treasurer
Jennifer Waddell, Member (4:17)

Also Present: Tricia DeGraff, Executive Director
Karren Colbert, Principal

I. CALL TO ORDER AND ROLL CALL

Brad Epsten called the meeting to order at 4:02
Amendment to agenda regarding board meeting start time (action item)
Motion: Cara Newell
Second: Lynne Brown
Vote 6-0

Amendment to agenda to approve additional new hires
Motion: Cara Newell
Second: Lynne Brown
Vote: 6-0

II. FINANCIAL REPORT

Budget report-Cara Newell (attachment)

III. CONSENT AGENDA ITEMS

- Approval of the minutes from the June 22, 2023 board meeting
- Approval of the warrant list (check registry and purchasing card record)
- Approval of the financial report:
Motion: Emily Brown

Second: Peter Brown
Vote: 6-0

IV. ACTION ITEMS

- Approval of the Staff Handbook:
Motion: Lynne Brown
Second: Cara Newell
Vote: 7-0
- Approval of the Student Handbook
Motion: Lynne Brown
Second: Emily Brown
Vote: 7-0
- Approval to hire Grant Wayman:
Motion: Education Committee
Vote: 7-0
- Approval to hire Nadia Jackson:
Motion: Education Committee
Vote: 7-0
- Approval to change the start time for the Board of Directors meetings to 4:30 p.m.:
Motion: Peter Brown
Second: Emily Brown
Vote: 7-0

V. EXECUTIVE DIRECTOR'S REPORT

- Monthly Update -Tricia DeGraff (attachment)

VI. DISCUSSION ITEMS/COMMITTEE REPORTS

- Education Committee met on July 25th (attachment)
- Finance Committee met on July 20th (attachment)
- Governance Committee met on July 18th.
 - Review of leadership succession plan which will be presented to the board at the August board meeting.
 - A Board Development Committee was formed which will include: Emily Brown, Brad Epsten, Cara Newell and Jennifer Waddell.

VII. NEW BUSINESS

None

Motion to adjourn Regular Meeting: Peter Brown
Second: Emily Brown
Vote: 7-0

VIII. EXECUTIVE SESSION

Motion to enter into Executive Session pursuant to Section 610.021 of the Missouri Sunshine Law to discuss a personnel matter: Lynne Brown

Second: Cara Newell
Roll Call on the Motion:
Emily Brown-yes
Lynne Brown-yes
Peter Brown-yes
Brad Epsten-yes
Patrick Lenoir-yes
Cara Newell-yes
Jennifer Waddell-yes

Discussion of personnel issue

Motion to adjourn Executive Session: Jennifer Waddell

Second :Patrick Lenoir

Roll Call on the Motion:

Emily-yes
Lynne Brown-yes
Peter Brown-yes
Brad Epsten-yes
Patrick Lenoir-yes
Cara Newell-yes
Jennifer Waddell-yes

Motion to resume Regular Meeting: Peter Brown

Second: Emily Brown

Vote 7-0

IX. ADJOURNMENT

Motion to adjourn: Jennifer Waddell

Second: Emily Brown

Vote: 7-0

Meeting adjourned at 5:38 p.m.

Next Board Meeting is on August 24, 2023 at 4:30 p.m.

Respectfully submitted,

Emily Brown
Secretary

Brad Epsten
President



Academy for Integrated Arts

Executive Director's Report

August 24, 2023

Enrollment 2023-2024

Grade	8/21	Sept	Oct	Dec	Jan	Feb	Mar	Apr	May	June
PK	12									
TK	12									
K	35									
1st	41									
2nd	44									
3rd	41									
4th	40									
5th	28									
6th	22									
Total	276									

General Updates

- All of our regular teaching positions are fully staffed. We do have a reading intervention position open and need to post for an operations position.
- [Fox 4 News](#) visited AFIA on the first day of school
 - About 96,000 viewers saw the 7 AM, 4 PM, 5 PM shows
- Professional development went well as did the first few days of school, except for some specific challenges:
 - Flooding in the Pre-k/kinder hallway
 - Transportation challenges
- Thanks to our partner, Rainbow School for housing two of our classes while the flooding issues were addressed

Upcoming Dates

September 21: Back to School Bash (5:30 - 7:00 PM)

December 1: Please hold your calendar for the winter luncheon (noon)

The information in the following slides was compiled by Assistant Principal, Asha Moore with support from Principal, Karren Colbert. These slides were discussed at the July education committee meeting.

Behavioral Data and School Culture

22-23 School Year

Social Emotional Goal from AFIA's Performance Contract:

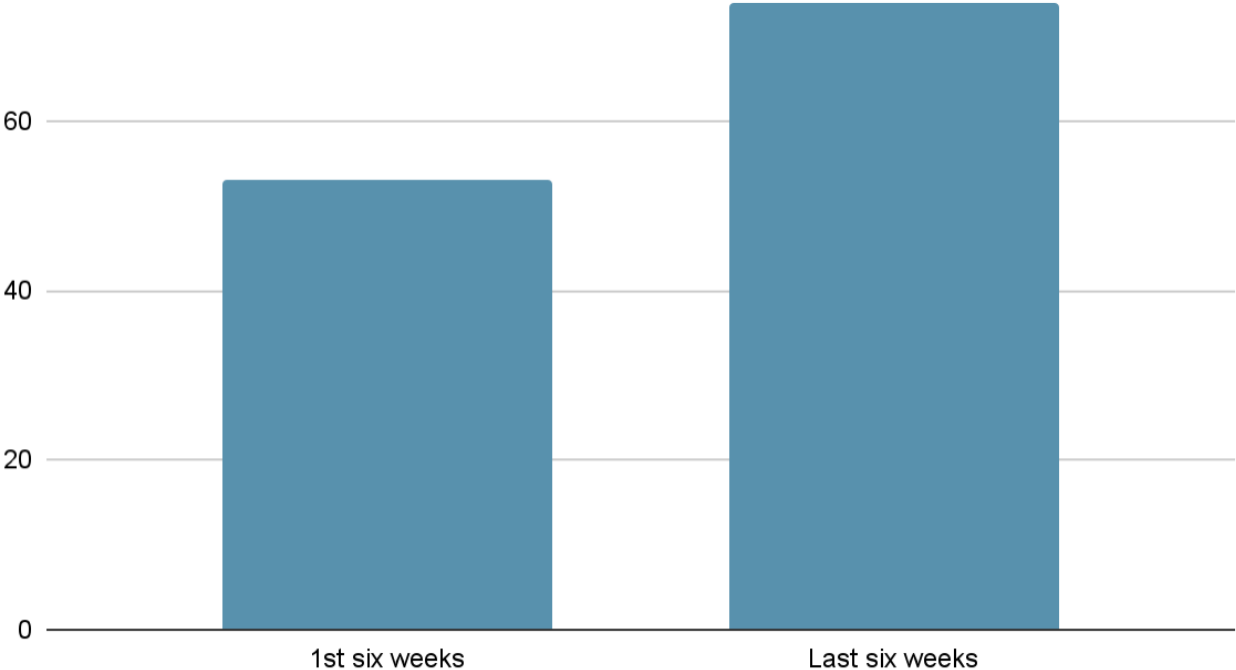
Create an inclusive, safe learning environment for all students and staff, resulting in a decrease of behavior referrals by 20% from BOY to EOY. For this goal, BOY is defined as the first six weeks of school and the EOY is defined as the last six weeks of school.

BOY and EOY Defined

First six weeks: August 22nd to September 30

Last six weeks: April 17th to May 25th

Behavior Referral Data



Behavior Referral Data

Weeks	# of incidents
First six weeks	53
Last six weeks	74

Goal Not Met

There was an increase from the first six weeks to the last six weeks.

Challenges

- The lack of capacity to deal with the significant number of incidents and behaviors, including incidents that happened outside of the school day
 - This includes incidents with social media and text chains
- Missing skills
- Need for all staff members to have high expectations for students
- Systems not followed to fidelity
- Student plans were not followed with fidelity
- Root cause of behaviors when unaddressed
- Restorative conversations did not always happen with the right people

How will we address these challenges?

Teacher Support

- Hired a Dean of Culture to support teachers
- Schoolwide focus on SEL instruction for the first six weeks of school
- Re-evaluated our coaching structure to allow more coaching support for teachers (Asha and Vonnchet will coach all teachers)
- Coaches will provide in the moment coaching when teachers ask or message for support
- Teachers will receive ongoing professional development specifically around SEL and classroom management, including the Acting Right tools and Restorative Justice
- Teachers will engage in DEI work and professional development connected to student behavior and academic achievement
- Revising communication systems so disruption does not affect the function of the entire school

Student Support

- Hired a Dean of Culture to support students (instead of Instructional Coach)
- Hired a School Counselor to support students (new position)
- Implementation of schoolwide student friendly expectations
- Students will receive skill building support in the classroom
- A focus will be placed on restorative practices
- Clear, concise and specific school-wide expectations will be established
- Proactive and specific plans will be established **early** for Tier 2 and Tier 3 students (families will plan an active role in the plans developed)
- Explicit consequences for behaviors that are harmful to the learning community
- Student leadership opportunities especially for upper elementary students
- Focus groups to gather more information
- Schoolwide implementation of restorative circles in the classroom

Family Support

- Establish the DEI task force
- Invite families to focus groups to gather information
- Informative and educational workshops for families, including a requirement for families to attend “Keeping Kids Safe Online.”
- Restructure the Family Advisory Committee to allow for more family input
- Ongoing positive communication
- Weekly support meetings as needed, including student support team meetings
- Referring to Swope and other outside agencies

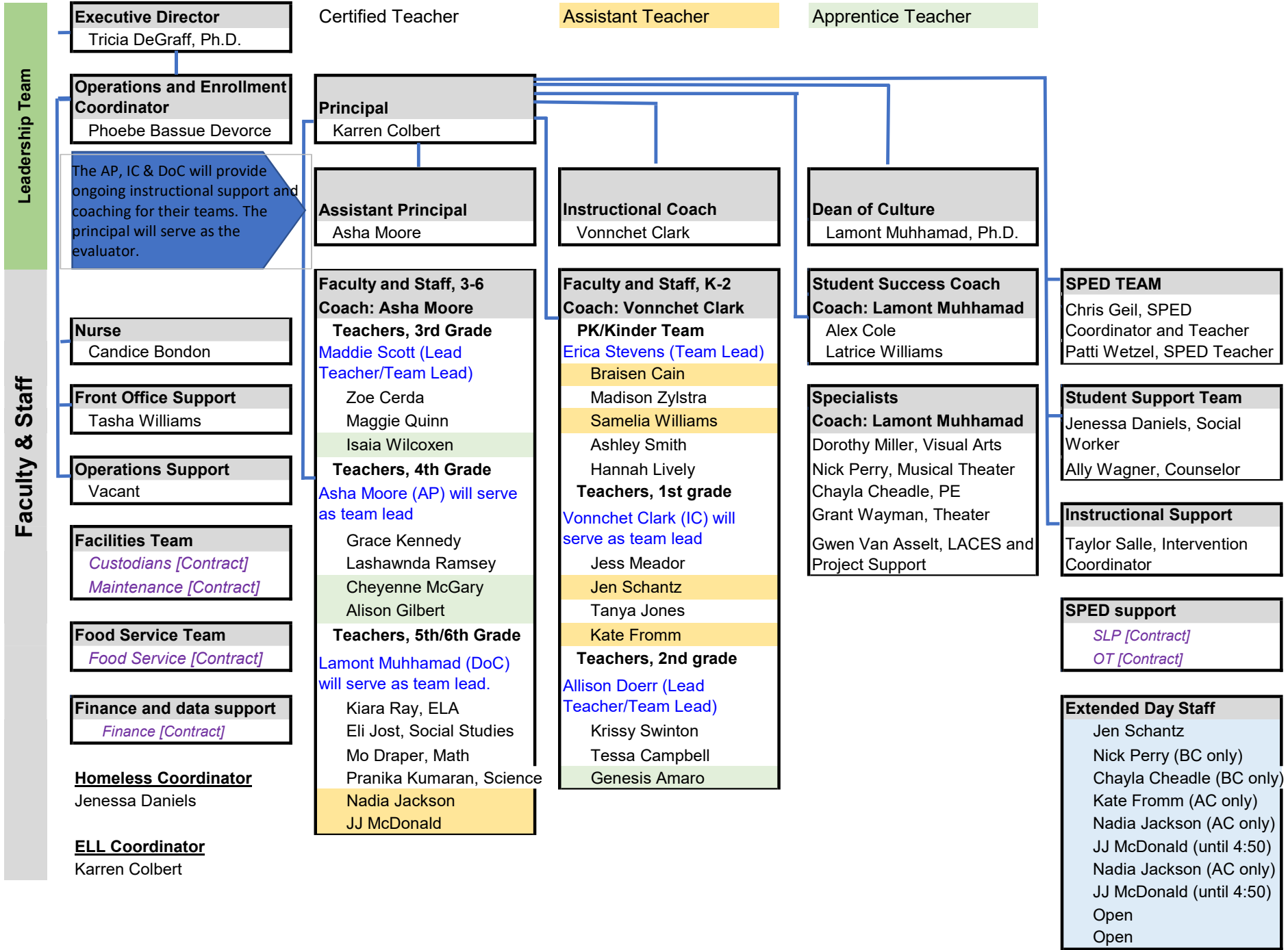
Systematic updates/changes

- Daily, weekly and monthly data review
- Regular Student Support Team meetings
- Behavior Systems Handbook
- Updated school wide communication systems

CULTURE OF LEARNING

Are all students engaged in the work of the lesson from start to finish?

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Very few or no students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions.</p> <p>Students do not execute transitions, routines and procedures in an orderly manner.</p> <p>Students are left without work to do for a significant portion of the class period.</p>	<p>Some students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.</p>	<p>Most students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.</p>	<p>All or almost all students complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.</p>	<p><i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i></p> <p>Students can articulate the purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>



The addition can be found on page 23.

Per a food service review, [Phoebe DeVorce-Bassue](#) learned that we needed to include the following in the student handbook:

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

*U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or*

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

program.intake@usda.gov

This institution is an equal opportunity provider.



Academy for Integrated Arts

Student Handbook
2023–2024

Using the Arts to Enhance Learning

Academy for Integrated Arts
2023-2024

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Academy for Integrated Arts
2023-2024

Mission

The mission of the Academy for Integrated Arts is to use the arts to prepare students for an admissions-based college preparatory secondary school.

Vision

The vision for the Academy for Integrated Arts is to integrate arts with rigorous academics. Through the use of drawing, painting, movement, dramatization and music, learning is enhanced. Students are able to create and actively express the deeper meaning of subject matter content. Learning through, and with, the arts enlivens instruction, increases student involvement and deepens both memory and meaning. Students are able to learn to play musical instruments and acquire presentation skills through various productions.

Students will consistently perform well on standardized measures of learning and do well at the admissions-based college preparatory secondary schools to which they are admitted.

Board of Directors

Brad Epsten – President
Cara Newell – Treasurer
Emily Brown – Secretary
Lynne Brown – Director

Peter Brown – Director
Jennifer Waddell – Director
Patrick Lenoir – Director
Andy Fromm - Director

Board meetings are open to the public. The dates, time and location of the meetings can be found on AFIA's website. To obtain the Zoom link and/or the agenda, please see the meeting notices posted on AFIA's webpage: <https://afiakc.org/meeting-notice/>. Meeting notices are posted on the Tuesday preceding the meeting date.

AFIA Staff

Name	Position	Email Address
Tricia DeGraff	Executive Director Title IX Coordinator	tricia.degraff@afiakc.org
Karren Colbert	Principal	karren.colbert@afiakc.org
Asha Moore	Assistant Principal	asha.moore@afiakc.org
Lamont Muhammed	Dean of Culture	lamont.muhammed@afiakc.org
Phoebe DeVorce-Bassue	Operations and Enrollment Coordinator	phoebe.devorce@afiakc.org
Vonnchet Clark	Instructional Coach	vonnchet.clark@afiakc.org
Taylor Salle	Intervention Coordinator/504 Coordinator	taylor.salle@afiakc.org
Tasha Williams	Administrative Assistant	tasha.williams@afiakc.org
Candice Bondon	Nurse	candice.bondon@afiakc.org
Ally Wagner	Counselor	ally.wagner@afiakc.org

Academy for Integrated Arts
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Jenessa Daniels	Family School Liaison Students in Transition Coordinator	jenessa.daniels@afiakc.org
Alex Cole	Student Success Coach	alex.cole@afiakc.org
Latrice Williams	Student Success Coach	latrice.williams@afiakc.org
JJ McDonald	Assistant Teacher/Student Success Coach	jj.mcdonald@afiakc.org
Chris Geil	Special Education Coordinator/Teacher	christopher.geil@afiakc.org
Patti Wetzel	Special Education Teacher	patricia.wetzel@afiakc.org
Dorothy Miller	Art Specialist	dorothy.miller@afiakc.org
Nick Perry	Art Specialist	nick.perry@afiakc.org
Grant Wayman	Art Specialist	grant.wayman@afiakc.org
Gwen Van Asselt	LACES Teacher/Project Approach Coach	gwen.vanasselt@afiakc.org
Chayla Cheadle	Physical Education Teacher	chayla.cheadle@afiakc.org
Madison Hewitt	PreK/Transitional K Teacher	madison.hewitt@afiakc.org
Samelia Williams	PreK/Kindergarten Assistant Teacher	samelia.williams@afiakc.org
Erica Stevens	Kindergarten Teacher	erica.stevens@afiakc.org
Hannah Lively	Kindergarten Teacher	hannah.lively@afiakc.org
Ashley Smith	Kindergarten Teacher	ashley.smith@afiakc.org
Braisen Cain	Kindergarten Assistant Teacher	braisen.cain@afiakc.org
Tanya Carter	First Grade Teacher	tanya.carter@afiakc.org
Jessica Meador	First Grade Teacher	jessica.meador@afiakc.org
Kate Fromm	First Grade Assistant Teacher	kate.fromm@afiakc.org
Jen Schantz	First Grade Assistant Teacher	jen.schantz@afiakc.org
Allison Doerr	Second Grade Teacher	allison.doerr@afiakc.org
Tessa Campbell	Second Grade Teacher	tessa.campbell@afiakc.org
Krissy Swinton	Second Grade Teacher	Krissy.swinton@afiakc.org
Maddie Scott	Third Grade Teacher	madeline.scott@afiakc.org
Maggie Quinn	Third Grade Teacher	maggie.quinn@afiakc.org
Zoe Cerda	Third Grade Teacher	zoe.zerda@afiakc.org
Grace Kennedy	Fourth Grade Teacher	grace.kennedy@afiakc.org
LaShawnda Ramsey	Fourth Grade Teacher	lashawnda.ramsey@afiakc.org
Kiara Ray	Fifth/Sixth Grade Teacher	kiara.ray@afiakc.org
Mo Draper	Fifth/Sixth Grade Teacher	mo.draper@afiakc.org
Eli Jost	Fifth/Sixth Grade Teacher	elijah.jost@afiakc.org

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2023-2024

Pranika Kumaran	Fifth/Sixth Grade Teacher	pranika.kumaran@afiakc.org
Genesis Amaro	Apprentice Teacher	genesis.amaro@afiakc.org
Alison Gilbert	Apprentice Teacher	alison.gilbert@afiakc.org
Cheyenne McGary	Apprentice Teacher	cheyenne.mcgary@afiakc.org
Kaylene Vickers	Apprentice Teacher	kaylene.vickers@afiakc.org
Isaia Wilcoxon	Apprentice Teacher	isaia.wilcoxon@afiakc.org

Board policy supersedes the handbook. The Board of Directors reserves the right to change Board Policy, as well as this Handbook. The most current version of the Handbook is available at www.afiakc.org.

School Hours

7:30 AM - 8:40 AM Before Care*
8:40 AM - 9:05 AM Breakfast
9:05 AM - 4:05 PM Instructional Day
4:05 PM - 5:30 PM After Care*

*Students must be enrolled in the extended day program to participate in Before Care and After Care. Extended day is provided for families who have no other option for their children before and after school.

Academic Programs

The Academy for Integrated Arts is committed to providing a developmentally appropriate learning environment where the arts serves as a catalyst for learning, achievement, curiosity and self-esteem. We expect that children will be actively engaged in meaningful learning that engages multiple modalities and focuses on developing critical thinking strategies. Curriculum has been developed using the Missouri Learning Standards as the benchmark for what students will learn throughout the days, weeks, months and years at AFIA.

Arts Integration

Instructional staff integrates arts into the core subject areas (reading, writing, social studies, science and math) to give students a better understanding of concepts. Students participate in the arts to show their understanding and to express mastery of concepts.

Literacy

Components of literacy, including reading, language and writing, are taught based on a balanced approach. Students learn and practice reading using a variety of reading materials. Students learn and practice writing skills by creating original works and engaging in the writing process. All literacy instruction is tailored to each individual student's instructional level.

In accordance with Missouri legislation (Section 167.645, RSMo), AFIA will develop a Reading Success Plan (RSP) if a student demonstrates a substantial reading deficiency. A RSP is designed to monitor the specific skills needing improvement as identified through a state approved assessment, approved assessment, dyslexia screener, teacher

observation, or any other relevant student reading data. The teacher should use the identified skills to select aligned, appropriate, and explicit interventions as well as progress monitoring tools to measure growth.

Mathematics

Mathematics instruction is inquiry-based and taught using hands-on methods that engage students in ways that bridge “school math” and the real world application of mathematical concepts. The students make extensive use of manipulatives to aid their learning of mathematical processes and skills.

Social Studies and Sciences through Project Learning

Students learn social studies and sciences in the context of projects that incorporate all subject areas, including social studies, science, reading, writing, and integrated arts instruction. Teachers plan their instructional units and projects to support a cross curricular approach to the subject areas. Teaching in this manner strengthens students’ learning of all content areas.

Field Experiences

To achieve our goal of authentic learning, classes engage in learning opportunities off-site. “Field Work” experiences are coordinated by classroom teachers. For each field experience scheduled, the teacher will provide a permission slip requesting your permission and providing specific information about the trip.

Fine Arts and Physical Movement

Students at AFIA are exposed to a wide variety of arts activities through purposeful integration of art in academic areas. Students experience guest presentations from practicing artists and field experiences to arts activities within the Kansas City metro area. Physical movement is incorporated into all aspects of the school day.

Academic Grades

The unique approach to teaching and learning at AFIA necessitates a unique system for measuring and reporting student progress. Students at AFIA are held to rigorous standards and extremely high expectations for their learning, but a student’s progress is measured based on their mastery of critical skills, rather than the traditional system of grades on an A, B, C, D, F scale. All teachers use a variety of methods to determine student mastery of skills, and progress is reported to parents on a standards-based grading system. Through the use of standards-based grading, families can learn what students know and are able to do. Each semester parents receive a formal report from their student’s teacher indicating which skills and processes the student has been working on, their progress toward mastery of those skills, and how those skills compare to the expectation of typical students of that student’s assigned grade level.

Academic Assessments

AFIA uses several different methods to measure students’ academic progress throughout the school year. All students are expected to give their best efforts on these assessments to ensure that the staff has accurate information regarding what students know, what they have learned, and what else they need to learn so that they may be fully prepared to meet all challenges that

they may face in life. Our teachers and staff use a variety of informal assessments, including observation and anecdotal record taking. In addition, we also give students more formal assessments to equip us to more effectively track progress over time. A brief summary of the primary formal assessments that AFIA uses to measure student achievement include:

Evaluate -- Grades 2 - 6

Evaluate is an online reading and math benchmark assessment given each month. Teachers utilize Evaluate assessment data to assess how each student is progressing toward mastery of state standards and set learning goals.

Missouri Assessment Program (MAP)

All AFIA students in grades 3 through 6 take the Missouri Assessment Program (MAP) Grade-Level Assessments each year in Reading and Math. Students in 5th grade also take the Science content test. The MAP results are the state's means of determining every school's achievement of Annual Yearly Progress (AYP) under the Every Student Succeeds Act (ESSA). The MAP test is administered annually in the Spring according to the state's timeline and regulations.

Northwest Evaluation Association (NWEA) – Measures of Academic Progress

The Measures of Academic Progress assessments are diagnostic and norm-referenced adaptive assessments in reading and math. These assessments are used to measure progress over time and identify specific learning needs of each student. Students take the following assessments several times over the course of the school year.

- NWEA Fluency (K-3rd grade)
- NWEA Reading (1st-6th grade)
- NWEA Math (1st-6th grade)

Writing Samples

Teachers collect writing samples over the course of the school year to demonstrate growth in writing. The writing samples are assessed using rubrics to help teachers determine students' strengths and areas that need to be addressed in order for the student to grow as a writer.

English as a Second Language

AFIA has established policies and procedures to identify students who may qualify for additional assistance as English Learners. To ensure that parents are properly notified of the EL program, all new and enrolling students are to be given the Student Home Language Survey. The form shall be completed and returned to the school if you feel your child may be in need of such services. Any student suspected of qualifying for services will be assessed using the ACCESS Test, the state-required language assessment. If a student qualifies for EL services they will receive supplemental instructional support in the general education with support using the Structured Instructional Observation Protocol (SIOP), a scientifically-supported and state-

approved instructional delivery model for English Learners.

Parents will be notified within 30 days of enrollment if their student qualifies for additional supports consistent with regulations, and a written plan describing the services will be provided to the parent. Parents have the right to deny additional EL services.

Migrant Education

AFIA will make every reasonable attempt to identify students who may qualify for services for students who are considered migrant based on the occupation of their parents or legal caregivers. Parents are asked to provide information on the enrollment form to determine whether a student may qualify for services. If it is indicated that a potentially migrant student is enrolling, the Regional Migrant Center or the State Director for Migrant Education will be notified. The Regional Migrant Center will conduct a parent survey/family interview to determine if the child is Migrant status.

AFIA has established policies and procedures to identify students who may qualify for additional assistance through supplemental Migrant education funds. Copies of board policies pertaining to the education of Migrant students can be obtained through the front office. For students who do qualify, the school will provide additional supports consistent with regulations. Migrant students will be provided the full range of education and related services provided to other AFIA students, as well as supplemental support in the general education and/or before school. The educational plan may consist of the following:

- Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.
- Identify any health and social needs and contact the appropriate public agencies for extended services.
- Provide professional development activities for the teachers and support staff as related to migrant students.
- Involve the parents in the educational program.

Special Education

AFIA will make every reasonable attempt to provide services for students with identified educational disabilities under the Individuals with Disabilities Education Act (IDEA) according to the provisions outlined in that student's Individualized Education Plan (IEP).

Assessment and Identification of Students with Special Needs

All students suspected of having an educational disability will be addressed through the Student Success Team Process. Any student suspected of having an educational disability will be reviewed by the Student Success Team and be referred for additional educational assessment through the Special Education Referral process in accordance with all local, state and federal regulations. In most cases, AFIA will contract with a qualified, professional educational examiner to administer the assessments and develop an educational diagnosis.

All students who are assessed to determine if they qualify for Special Education services will have the assessment results and subsequent diagnostic determination reviewed with a Student Success Team that will include, at a minimum, the student's parent, the general education teacher, an administrator or representative of the LEA, an individual who is qualified to interpret assessment results and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All students who have been determined to qualify for Special Education services will have their initial evaluations reviewed and/or revised at least once every three years in accordance with all relevant local, state and federal laws and regulations.

Special Education Program Delivery and Instructional Services

All students identified as qualifying for special education services will be provided adequate services according to that student's IEP. It is the philosophy of the staff of AFIA that with adequate academic supports from a highly qualified teacher and differentiated instruction, nearly all students can be successful if they receive the majority of their special education services and supports within the Least Restrictive Environment (LRE) with their non-disabled peers in the general education classroom. This is widely referred to as a full-inclusive model of instructional delivery.

All Individualized Educational Plans (IEP's) will be developed with the student's IEP Team that will include, at a minimum, the student's parent, the general education teacher, an administrator or representative of the LEA, an individual who is qualified to interpret assessment results and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All IEP's will be evaluated and revised at least annually in accordance with all relevant local, state and federal laws and regulations.

Related Services

Students who qualify for Related Services (such as Speech & Language Therapy, Physical Therapy, Occupational Therapy, etc.) will receive services from a qualified professional according to the IEP.

Section 504 Educational Accommodation Plans

Students with a diagnosed disability (excluding educational disabilities covered by IDEA) may receive services, supports and/or accommodations under Section 504 of the Americans with Disabilities Act (ADA). These services are generally referred to as "504 Plans" and can incorporate accommodations that allow a person with a disability full and unimpeded access to the educational programming of the school. Conditions that may qualify a student for a 504 Plan may include, but are not limited to physical needs, medical needs requiring health plans (toileting plans, medication plans, breathing treatments, emergency response plans, etc.), emotional or psychological needs (such that may need intensive out-of-school private counseling, etc.), etc.

All 504 Plans will be developed with a 504 Team that will include, at a minimum, the student's parent, the general education teacher, an administrator or representative of the LEA, a counselor

and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All 504 Plans will be evaluated and revised at least annually in accordance with all relevant local, state and federal laws and regulations.

Student Success Team (SST)

AFIA's Student Success Team provides support to students, families and teachers. Students having behavioral and/or academic concerns should be referred to the SST after strategies have been implemented to address the concern(s). Once strategies have been implemented and there is minimal or no progress observed, a referral should be made to the SST.

The SST is a team of staff members that work together to provide teachers, families and students with support when concerns arise. The SST typically meets when the initial referral is made and subsequently, on a monthly basis to monitor progress, goals, and identify strategies to help students to be successful. Some of the things that the SST can help with include:

- Providing research-based strategies to address concerns
- Behavior Intervention Plans or Individual Success Plans
- Assisting in collecting data to monitor progress
- Working to increase parent contact and involvement
- Referrals for evaluation through the special education team if appropriate
- Referrals to school and/or community resource

Instructional Grade Level Assignment

All students will be initially placed in a grade level based on their birth date and their prior academic experiences. A student must be five years old by August 1 to enroll in kindergarten. Students who are five before October 1 are eligible to enroll in transitional kindergarten. (Transitional kindergarten is the first year of a two-year program. Any student enrolled in transitional kindergarten must attend kindergarten the following year.) A student must be four years old by August 1 to enter pre-kindergarten. In general, students who have not previously attended school will be placed in the grade level according to when they would have qualified to enter kindergarten.

Grade Level Promotion

At the conclusion of each academic year all students will be promoted to the following grade level, unless otherwise discussed with and agreed upon by the parents. Grade level promotion will be noted on each student's final academic report card. Report cards are distributed electronically at the end of each semester.

Grade Level Retention

In very rare circumstances, despite every reasonable effort to ensure a student's success, they may make insufficient academic gains such that the school staff feels the student would benefit from repeating the same grade. In these rare circumstances the Student Success Team (SST) will develop comprehensive academic intervention plans for the student prior to recommending retention. The team will use a multi-disciplinary approach to determine whether the student would benefit from retention and will consider the student's birth date, physical maturity, emotional maturity, academic progress,

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parental and teacher recommendations and other factors. Prior to final determination for a student's retention, the SST will consider the student's score on the Light's Retention Scale. All grade level retention recommendations will be made prior to May of the academic year.

In very rare circumstances the school may recommend that a student be retained as a result of too many unexcused absences. See AFIA's Attendance Policy for more information.

Academic Intervention

Students having difficulty mastering required skills and competencies may be offered academic interventions and additional support as part of the general education curriculum, through the use of additional educational staff, as special intervention supports or programs, or through different before or after school tutoring programs as designed and implemented by the school. The student's teacher will work closely with the student and their parent to determine what interventions will be most effective.

Academic Extension

Students who are demonstrating exceptional mastery of skills and competencies may be offered specialized instruction and additional supports to extend their learning beyond that of the general education curriculum. Such extension activities may be supported through the general education curriculum, or may include the assignment of special work and projects, opportunities to work with volunteers and/or university-student tutors, specialized intervention supports or programs, or through different before or after school tutoring programs as designed and implemented by the school. The student's teacher will work closely with the student and caregiver to determine which interventions will be most effective.

MOCAP Virtual Instruction

Students have a right to enroll in MOCAP virtual instruction classes at the expense of Academy for Integrated Arts unless it is determined that it is not in the best interest of the student. Please reference Board Policy Policy 2.47.

Library and Resources

AFIA's unique mission and goals lead us to approach education in a different way. It is the expectation that literacy is best supported by ensuring our students participate in copious amounts of reading throughout the day. Therefore, students will have ample access to books and literature.

School Library & Resources

All classrooms have libraries that students may access for reading materials. Additionally, as a result of the Charter School Grant awarded in early 2014, AFIA has a lending library and we are a member of the Kansas City - Library Service Program, KC-LSP. Procedures for student use of library materials will be explained to students during the library orientation held during their first library session. A library contract outlining the student's responsibilities as a library borrower will be sent home to be signed by the child and

family.

School Media Center & Technology Resources

AFIA students and teachers have access to the following technological resources:

- Tablets
- TEAM boards
- Chrome books

Some of these items were purchased with the Charter School Grant awarded in early 2014 as well as donated funds from local foundations. These resources are used to support teaching and student learning.

Student Health and Welfare

The Academy for Integrated Arts is dedicated to providing a safe learning environment. However, there may be an instance when a student requires medical care, including monitoring of health status and/or administration of medications; or becomes ill or injured while at school, necessitating professional medical intervention. The following section describes the school's policies, procedures and expectations regarding student health and welfare.

Student Immunizations

AFIA follows DESE and the Missouri Health Department expectations regarding student immunizations. All students must stay current with all required immunizations, unless the parent has documented legitimate religious objections to such immunizations. The school administration may not allow students who are not current with immunizations to attend school until immunizations are brought current.

Criteria for Students Staying Home or Being Sent Home Due to Illness

In the event a student contracts an illness or exhibits symptoms of being sick, AFIA requires that parents keep students home who are exhibiting the following conditions:

- Temperature of 99.6° F or greater
- Vomiting or diarrhea
- Suspicion of a Communicable Illness or Disease (i.e. Chicken Pox, Strep Throat, Flu or Flu-like symptoms, Pink Eye, etc.)
- Severe coughing
- Inability to participate in normal classroom activity

A student may not return to school until they are symptom-free for 24 hours without medication and/or receives clearance to return to school from a qualified medical professional. A parent or caregiver must notify the school if your child will not be in attendance due to illness.

Communicable Illnesses and Diseases

AFIA strives to ensure that all students stay healthy at school. In the event any student contracts a communicable illness or disease, the parent or legal caregiver must notify the school as soon as possible so that we may take actions to prevent the spread of the disease or illness. Pursuant to RSMo 167.191, students with diagnosed or suspected communicable illnesses or disease must stay home from school until the student is symptom-free for at least 24 hours, or cleared by

a physician to return to school. When in doubt, AFIA will refer to health standards established by the Department of Health to inform decisions as to what is considered a communicable illness or disease, and subsequent treatment and response recommendations.

Due to the continuously evolving nature of the COVID symptoms, risks and quarantine requirements, the school follows on-going guidance from the CDC and Kansas City Health Department regarding school COVID protocols and procedures. Current updates can be located at <https://afiakc.org/covid-19-updates/>.

Accidents

AFIA works to prevent accidents that result in injury. However, in the event that any accident happens staff will respond immediately and determine the most appropriate course of action. In the event of a medical emergency when a parent or caregiver cannot be immediately reached, the staff of AFIA will make reasonable medical decisions for the student until a parent or caregiver is available.

If an accident occurs, an administrator is notified and a detailed incident report is completed and the parent(s) or caregiver is notified as soon as possible.

Student Medication

To ensure the safety of all students and prevent accidental or misuse of medication, students may not bring or possess at school, on the school bus or during any school-related function, any medication, whether prescribed by a physician or and over-the-counter medication. No student will be permitted to take any over-the-counter medication at school without authorization from the parent or legal caregiver. In the event that a student requires administration of medication during the school day, AFIA will appoint and train a staff member to monitor the student's medication according to the following guidelines:

- All medication administered at school must be prescribed by a doctor
- All medication must be brought in the pharmacy-labeled container with the student's name, current date, doctor's name, medication name, quantity, frequency, dosage and administration directions.
- Medication must be delivered to school staff by an adult and should not be transported by students
- Any physician-directed changes in the administration of medications must be submitted to the school in writing
- The staff of AFIA will not administer to students any physician-prescribed medication without written permission from the parent or legal caregiver.

Allergies

AFIA will attempt to reasonably control the school environment to minimize students' exposure to controllable allergens. However, we cannot guarantee that all allergens will be removed from the environment. If your child has specific allergies please be sure to include that information on the Student Health History Form (included in the Enrollment Packet, or available from the Front Office) and inform school staff of any potentially serious allergic reactions.

Specified Disabilities

AFIA does not discriminate based on any identified or suspected disabilities and will make all reasonable accommodations in accordance with all federal, state and local laws and regulations. If your student has an identified or suspected disability, please inform school staff immediately so appropriate accommodations can be made to ensure their success at school.

Section 504 Accommodation Plans

Students with a diagnosed disability (excluding educational disabilities covered by IDEA) may receive services, supports and/or accommodations under Section 504 of the Americans with Disabilities Act (ADA). These services are generally referred to as “504 Plans” and can incorporate accommodations that allow a person with a disability full and unimpeded access to the educational programming of the school. Conditions that may qualify a student for a 504 Plan may include, but are not limited to physical needs, medical needs requiring health plans (toileting plans, medication plans, breathing treatments, emergency response plans, etc.), emotional or psychological needs (such that may need intensive out-of-school private counseling, etc.), etc.

All 504 Plans will be developed with a 504 Team that will include, at a minimum, the student’s parent, the general education teacher, an administrator or representative of the LEA, a counselor and any other person the team determines has unique insight to the student or has an educationally-relevant reason to participate. All 504 Plans will be evaluated and revised at least annually in accordance with all relevant local, state and federal laws and regulations.

Student Support

AFIA has a full time Assistant Principal, Dean of Culture, two Student Success Coaches, a Social Worker and School Counselor to consult with students as needed. If students receive professional counseling support, the school’s staff is eager to work in partnership with the family and therapist to provide support for the student. If a student experiences a traumatic situation, please inform the child’s teacher or school administrators so we can best meet the child’s needs while they’re at school.

Emergency Procedures

AFIA will maintain an environment that minimizes risk for emergencies and natural disasters to the greatest extent possible. However, in the event of an emergency, the school will respond accordingly. In all emergency situations, appropriate emergency responders will be immediately notified. To preserve the safety of all students, the school administrator will not permit any student to be dismissed for any reason until the emergency situation has been cleared.

Fire

The school will regularly practice and review fire safety procedures, including fire prevention and response and classroom and building evacuation.

Tornado

The school will regularly practice and review tornado safety procedures, including

classroom evacuation.

School Security and Emergency Lockdown

Student safety and security is a top concern for the staff of AFIA. In the event of a security concern the school buildings will be under “lockdown” procedures, which means no individuals other than uniformed law enforcement officers will be permitted to access the buildings or any student until the security concern is lifted. Parents will be notified of any emergency concern as soon as possible. AFIA understands families will be extremely concerned if a situation arises that requires “lockdown” procedures, however, for the safety of everyone involved, no family members are permitted to contact their child until the emergency responders and/or the building administrator declares the situation is clear.

Security Cameras

Academy for Integrated Arts utilizes 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/caregivers that video recordings may occur on school property. AFIA administrators may rely on the images obtained by the video security cameras in connection with the enforcement of school policy, administrative regulations, building rules and other law.

Inclement Weather (AMI Days)

In the 2020-2021 school year, the state of Missouri announced that school districts may use alternative methods of instruction (AMI) in lieu of a snow day if inclement weather or road conditions make it unsafe for students to get to school. AMI days are required attendance days for both staff and students. On AMI days, teachers utilize Seesaw or Google Classroom to communicate the AMI day schedule. Student attendance on AMI days is based on student participation and work completion.

Missouri schools are permitted up to five (5) AMI distance learning days, therefore AMI days are not added to the end of the year. In the event AFIA uses all five of the allowable AMI remote learning days, the sixth day would be a snow day and student would not participate in remote learning. Additionally, this day may be added to the end of the school year if snow days are not built into the calendar. On the sixth day and beyond, all students and teachers would not participate in remote learning.

Determinations regarding AMI Days or school cancellation will be made prior to 6:00 AM. This information is shared through local news outlets and our text/email/call blast system. You can also check our school Facebook page and Instagram account. Please make sure you always have updated contact information on file. Contact Phoebe DeVorce-Bassue at 816.444.1720 or phoebe.devorce@afiakc.org to update your contact information.

Transportation

AFIA contracts with Student Transportation of America bus company to provide transportation for

all AFIA students. Student Transportation of America develops routes based on residency information provided during the enrollment process.

Safety is our top priority for students riding the bus. Students are expected to adhere to the following expectations while on the bus:

I will do the right thing by:

- being at my assigned bus stop on time.
- sitting on my pockets, with my back against the seat, until I arrive to my final destination.
- keeping personal electronics off and food in my backpack
- talking in a soft quiet voice to the person seated next to me

I will treat people right by:

- obeying my bus driver.
- keeping the bus free from trash.
- keeping my hands and feet to myself.
- respecting other passengers and using kind words at all times.

School expectations extend to behavior on the school bus, therefore bus behavior in violation of our Code of Conduct will be handled as if it occurred on school property. To ensure the safety of all students and to ensure that the bus drivers are able to adhere to their schedules, parents and caregivers may not board the bus.

Mandated Reporting of Suspected Abuse or Neglect

All school employees are committed to ensuring the safety and security of all students. If a school employee sees, hears, or learns of any action or evidence that MAY BE considered or caused by abuse or neglect are mandated by law to file a formal report with the Missouri Children's Division. The staff of AFIA has been trained in understanding the Mandated Reporting laws and regulations, and understands the policies and procedures for making such reports. Under the law, school staff may not inform parents or caregivers of a report made. In addition, if the Missouri Children's Division sends an investigator to the school to speak with a student, the school must provide access to the student and is prevented from contacting parents prior to the student speaking with the investigator.

If a parent or community member sees, hears, or learns of any action or evidence that MAY BE considered or caused by abuse or neglect they can immediately contact a school employee or make an anonymous report directly to the Missouri Children's Division at 1-800-392-3738.

School Policies and Procedures

Academy for Integrated Arts is committed to providing a developmentally appropriate learning environment where the arts will serve as a catalyst for learning, achievement, curiosity and self-esteem. Students will be able to create and actively express deeper meaning of subject matter by using visual arts, music, dance and dramatization. The school has established and will continually refine operational policies, procedures and expectations to support the mission, vision

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and goals of the school. The policies, procedures and expectations in the following section are guidelines by which all community members are expected to abide by. As the school year progresses they may be refined, revised, added to or deleted as the Board of Directors and school administrators may see fit.

Admissions and Enrollment

All children who reside in the Kansas City Missouri Public Schools boundaries are eligible to enroll at AFIA. AFIA does not limit admission based on race, ethnicity, national origin, sexual orientation, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

Priority for enrollment will be given in the following order:

1. CURRENTLY ENROLLED STUDENTS
2. FACULTY AND STAFF CHILDREN: Children of full time faculty and full time instructional staff.
3. SIBLINGS: Siblings of students currently enrolled
4. OTHERS: All other eligible students

If capacity of AFIA is insufficient to enroll all students who submit an application before the deadline, the School will use a lottery admissions process in order to assure all applicants an equal chance of gaining admission.

Non-Discrimination Policy

The Academy for Integrated Arts is committed to provide a positive, productive learning environment for all students, parents, community members and staff. All efforts will be made to ensure that the school is an environment free from discrimination and harassment on the basis of race, color, sex, religion, age, national origin, disability, genetic information, ancestry, sexual orientation, or any other consideration declared unlawful. If you believe you have been subjected to or witnessed others subjected to any form of discrimination or harassment, report it immediately to an administrator or any staff member.

Title IX of the Education Amendments of 1972 (Title IX), as amended, 20 U.S.C. §1681 et seq., prohibits discrimination on the basis of sex in educational programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business. The following person is the designee who handles inquiries regarding the non-discrimination policies:

Tricia DeGraff

Academy for Integrated Arts
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Executive Director/Title IX Coordinator
7910 Troost Avenue
Kansas City, MO 64131
(816) 444-1720

Confidentiality

The Family Education Rights and Privacy Act (FERPA) protects the rights and confidentiality of all students. FERPA and AFIA Board Policy prohibits the school from sharing a student's name, address, telephone number or any specific academic or behavioral information about a student to anyone other than a parent/legal caregiver or someone else authorized by the parent/caregiver, or staff members who have legitimate educational interests in the student.

Complaint Process

In the event that a parent, staff member or community member has a concern that cannot be adequately resolved with an individual, they may seek assistance through the following process:

- Discussion with the student's teacher
- Discussion with the school administrator
- File a formal complaint with the Board of Directors

The Board of Directors will address complaints only after the concern has been addressed and unsuccessfully resolved with the school administrator. Complaints must be made in writing and addressed to:

Board President
Academy for the Integrated Arts
7910 Troost Avenue
Kansas City, MO 64131
BoardofDirectors@afiakc.org

Arrival & Dismissal

Breakfast is served from 8:40 – 9:00 AM. Students are considered tardy if they arrive at school after 9:05 AM . We encourage all students to arrive at school by 8:40AM so they may eat breakfast. It is crucial that students arrive to school on time every day. School officially dismisses at 4:05 PM.

It is essential for students arrive on time to school and remain in school for the duration of the day. Arriving to school late or leaving early affects your child's learning and is disruptive to the rest of the classroom community.

Arrival Procedures

Due to the school being located on a busy street, students may only be dropped **off at the front entrance of the school**. After 9:00AM, students must be escorted inside by a parent or caregiver and should sign-in in the front office.

Dismissal Procedures

Due to the school being located on a busy street, **students must be picked up in the designed pick-up lane.** Because AFIA is located in close proximity to several busy streets, families must communicate with administrators prior to their child walking to and from school.

Parents and caregivers picking up students remain in their cars and stay in the car rider line. A staff member will escort each student to their vehicle. Any change to a student's regular dismissal routine must be reported to the front office by 3PM to ensure that all students arrive home safely.

Early Dismissal Procedures

It is important that students are not picked up from school prior to the end of the school day. In very rare circumstances a student will be excused from school early if approved by an administrator. Families should make every effort to prevent this from happening. In the event that a student must leave school prior to the end of the day, the parent, caregiver or an authorized emergency contact must sign the student out from the front office. Students can only be dismissed to authorized adults listed on the child's enrollment paperwork.

School Attendance

The staff of AFIA has developed and implemented a rigorous instructional plan that maximizes every minute for learning. Therefore, it is imperative that all students arrive to school on time every day and remain at school throughout the entire school day. Parents should make every effort to ensure their student does not miss school except for very rare medical appointments, or due to illnesses. It is expected that students attend school on time every day unless they are sick. In the event a student is sick and may not attend school the parent must inform the school that morning. Students who have excessive absences will be notified by school staff and may be placed on an attendance contract.

You should contact the school office if your child will be absent. If your child is not at school, and we have not heard from you, a staff member will call to ensure that your child is safe. Please let the school know about anything that might be impacting your child's attendance. Our goal is to support children and families and we will work together to support your child's success.

Tardy

A student is considered tardy if they arrive at school after 9:05 AM. Any student who arrives at school after 9:05 AM must immediately report to the front office to receive a tardy pass. Students are required to be signed in by a parent or caregiver if they are tardy. A tardy may be considered excused if the student has a written note documenting a legitimate reason (such as for a doctor's appointment) for being late. A tardy may be considered unexcused if the student does not have a written note documenting a legitimate reason.

Excessive Unexcused Tardiness

If a student has more than five unexcused tardies during a school year, the parent will be notified and the student may be placed on an attendance contract. In the event of excessive tardies, three unexcused tardies will be considered the equivalent of one unexcused absence.

Absences

A student is considered absent if they do not come to school. The parent of any student who misses school for any reason must contact the school on the day of the absence. If the student has an illness, doctor's appointment, or other legitimate reason for being absent from school, the parent must provide a written note documenting the reason for the absence to be considered excused. An absence is considered unexcused if the parent does not provide a written note, or if the administrator deems the reason for the absence not legitimate.

Excessive Unexcused Absences

If a student accumulates more than five unexcused absences during a school year, the parent will be notified and the student may be placed on an attendance contract. If a student is placed on an attendance contract the school administrator will meet with the student's parent and a detailed plan to improve the student's attendance will be developed. If the student continues to have unexcused absences or excessive unexcused tardies, additional measures may be taken, including but not limited to Report of Educational Neglect to the Missouri Children's Division, the student's retention in their current grade, and or withdrawal from the school.

Five Consecutive Unexcused Absences

In the event a student is absent for five consecutive days without legitimate excuse and/or contact with the school, the student will be withdrawn from the school retroactive to the student's last date of attendance, a report of educational neglect will be placed with the Missouri Children's Division. If the parent wishes the student to reenroll at AFIA, they must re-enroll the student according to established school policies.

Extended Activities Program

AFIA provides before and after school programming for enrolled students. The Extended Day Program operates in accordance with the published calendar. Students must be enrolled in the Before and After Care Program and adhere to the printed program policies and procedures. If children do not adhere to the policies and procedures, they will not be allowed to participate in extended day. Information on fees can be located on the Before and After School Program Enrollment form. Enrollment forms can be obtained from Ms. Phoebe or Ms. Tasha. A parent/caregiver must participate in a mandatory orientation for a student to participate in extended day programming.

Student Meals

AFIA will serve breakfast and lunch every day. All school-provided meals will be well balanced and will fully comply with the nutritional guidelines set forth by the USDA. AFIA provides free

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breakfast and lunch to all students through participation in the Community Eligibility Provision (CEP). CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students. Adults can purchase breakfast and lunch for a nominal fee.

Breakfast is served in classrooms daily from 8:40AM - 9:00AM. If a student chooses to bring their lunch to school, parents should be aware that the student may not be provided assistance with meal preparation and microwaves are not available for the student to use. Additionally, lunches should not require refrigeration as we cannot put students' lunches in the school refrigerator.

School staff requests that students who choose to bring meals from home do their best to ensure meals are well balanced and nutritious. **Children are not allowed to bring sugary and/or carbonated soft drinks, hot drinks or junk food.** Children who are eating school lunch may not bring extra food unless they have discussed this with the school administration and have a plan in place.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. Fax:

(833) 256-1665 or (202) 690-7442; or

3. Email:

program.intake@usda.gov

This institution is an equal opportunity provider.

Student Cell Phones & Personal Electronics

Cell phones and other electronic devices are best left at home. Academy for Integrated Arts prohibits student use of cell phones, digital cameras, and similar electronic devices during instructional time, extended day programming and while utilizing school-provided transportation.

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In order for students to carry a cell phone to and from school, a parent or caregiver must participate in an online training called *Keeping Kids Safe Online*, as well as:

- 1) Provide a written statement from a parent/caregiver authorizing the student to transport the phone to and from school.
- 2) Allow the teacher to collect and store the phones during the school day.
- 3) Follow all school policies and procedures related to personal electronics.

Any personal electronic device seen, used or heard during the school day will be confiscated by administration and/or staff and returned only to a parent or caregiver. The school in no way assumes any responsibility for damaged, lost, or stolen electronic devices.

Media – Print, Photographs, Video, Promotions, Internet, etc.

Due to the unique mission and vision of AFIA students and their work products may be photographed, video recorded, or otherwise offered for public display. Under no circumstances will AFIA or any other entity attempt to use a student's image or work for personal or financial gain. Rather, images or student work products may be used for legitimate promotion of and/or information about the school and/or for educational purposes included but not limited to news media, documentary purposes, professional training, celebration of student or school accomplishments, etc. To the greatest extent possible, no identifiable information about the student will be used or included with their images, and full confidentiality will be maintained as necessary. Parents/caregivers who do not wish to have their student's image used for these purposes must file a Media Release Opt-Out form with the school.

Solicitation

AFIA does not allow unauthorized solicitation during school hours or on school grounds by students, parents, staff or community members. All requests for solicitation permission must be made in writing to the school administrator.

Technology Acceptable Use Policy

Students are required to have a signed Technology Acceptable Use Policy on file in order to utilize school provided technology. The complete Technology Acceptable Use Policy (AUP) can be obtained from the front office, or be found on the AFIA website. All use of AFIA technology is intended for legitimate educational purposes only. An abbreviated summary of the AUP is explained below:

- AFIA technology and networks may only be used for approved, legitimate educational purposes.
- Use of AFIA technology must comply with all local, state and federal laws and regulations.
- Users will be accountable for the appropriateness of all content created, produced, or accessed on school networks or equipment.
- Only authorized personnel may publish information regarding AFIA on publicly accessible internet sites.
- AFIA will employ internet filtering and firewall security measures, however no security measure is 100% effective. No individuals may access material deemed to be inappropriate or non-relevant to educational purposes.

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- AFIA reserve all rights to examine all data stored on AFIA equipment and accounts. Users of AFIA networks and/or technology equipment shall have no expectation of privacy in regards to technology.
- Violation of the AUP may result in disciplinary action, including a suspension of computer privileges. User of AFIA networks are accessing a district provided information system; usage of the system may be monitored, recorded, and subject to audit; unauthorized use of the system is prohibited and may be subject to criminal and civil penalties; use of the system constitutes agreement with the terms.
- Academy for Integrated Arts (“AFIA”) is the owner of all intellectual property rights in its name and logos (the “Trademarks”) and as part of these ownership rights, AFIA makes the sole determination regarding how the Trademarks are used. AFIA is committed to ensuring their Trademarks are not used without permission to ensure its name and logo are not being used in a way that may cause confusion. Unauthorized usage of AFIA’s logo or impersonation of AFIA on social media is a code of conduct violation and students are subject to disciplinary action.

Securly

AFIA uses a program called Securly to ensure that students are using school internet in a safe and responsible way. Parents and caregivers can also use this program to review child(ren)’s weekly online activity on school devices. Additionally, if you download the SecurlyHome app, you can monitor your student’s real-time internet usage on school-issued devices.

School Uniforms

At this time, AFIA students are not required to wear uniforms. AFIA seeks to encourage students to be unique individuals. We also expect students to dress ready to learn. Our goal is to allow students to be who they are while maintaining a sense of security for students. All students who attend AFIA are also expected to respect the school community by dressing appropriately for an elementary school environment. Clothing should not be a distraction to the learning environment.

Please follow these guidelines for choosing appropriate attire for school:

- All shirts and tops must have sleeves and not reveal any areas of the waist or upper body
- All bottoms must cover all parts of the underwear and shorts, skirts and dresses must be an appropriate length
- Closed toe shoes must be worn for safety. Students may not wear flip-flops, slides, sandals, Crocs or house shoes
- Clothing must not have any references to violence, discriminatory language or inappropriate sayings or gestures
- Students should always dress appropriately for the weather conditions. During winter months, the school strives to incorporate outdoor play to the greatest extent possible, thus it is important that students have appropriate outdoor wear including jackets, gloves and hats as appropriate during the winter months. Outdoor wear (coats, gloves, etc) should only be worn during outdoor activities such as recess, arrival and dismissal.

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- No excessive jewelry or accessories

We encourage students to show expression through jewelry and accessories. In the event these items become a distraction to learning, students will be asked to remove these items. The temperature in AFIA's building varies, students are allowed to wear light jackets and sweaters. Heavy coats and blankets are not allowed in the classroom.

Should a student need a change of clothing due to any violation of school policy, the school will contact a parent or caregiver.

Solicitation

AFIA does not allow unauthorized solicitation during school hours or on school grounds by students, staff, parents, caregivers or community members. All requests for solicitation permission must be made in writing to the school administrator.

Title IX

Title IX The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels.

If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of a recipient's educational programs and activities.

As part of their obligations under Title IX, all recipients of Federal financial assistance must designate at least one employee to coordinate their efforts to comply with and carry out his or her responsibilities under Title IX and must notify all students and employees of that employee's contact information. This employee is generally referred to as the Title IX coordinator.

The essence of Title IX is that an institution may not exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex unless expressly authorized to do so

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under Title IX or the Department's implementing regulations. When a recipient is considering relying on one of the exceptions to this general rule (several of which are discussed below), Title IX coordinators should be involved at every stage and work with school officials and legal counsel to help determine whether the exception is applicable and, if so, properly executed. Academy for Integrated Arts has designated the following person to serve as the District's Title IX Coordinator:

Tricia DeGraff
Executive Director/Title IX Coordinator
7910 Troost Avenue
Kansas City, MO 64131
(816) 444-1720

For more detailed Title IX information, please visit the U.S. Department of Education website at <https://www2.ed.gov/>.

Volunteers

AFIA encourages participation of parents, caregivers and citizens of the community to volunteer in the school in order to serve as additional resources to the teachers and students. In accordance with state regulations, prior to serving as a volunteer, each individual must complete an application for the position, have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

Federal Programs Compliance

Academy for Integrated Arts is a free, public charter school sponsored by the Missouri Public Charter School Commission and is considered by the Missouri Department of Elementary and Secondary Education (DESE) as a Local Education Agency (LEA). As such, AFIA receives regular funding from local, state and federal sources administered by DESE. The school is committed to maintaining full compliance with all appropriate local, state and federal regulations as required under the federal Every Student Succeeds Act (ESSA), formerly referred to as the Elementary and Secondary Education Act (ESEA), and the No Child Left Behind Act (NCLB) and any other requirements set forth by Missouri law, DESE regulations, and requirements set forth by the Missouri Public Charter School Commission.

ESSA Title I Programs Compliance

AFIA receives Title I federal funds to operate a school-wide Title 1 program to enhance the school's instructional program. As a school that receives Title I funds, the parents of AFIA have several rights as described below.

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the 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

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- 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.

Student Achievement Results

The school will report to the parent the academic progress of their student, including regular reports of the student’s progress in classwork, local assessments and the state assessment.

English Language Learners

Within the first thirty days of school, the parents of students who may qualify to receive services as English Language Learners will be notified of their students’ instructional program and services.

Safe Schools

Parents have the right to know the safety record of their child’s school. If the Department of Elementary and Secondary Education determines a school is “persistently dangerous” or if a student becomes the victim of violent crime while on school property, the parents have the right to transfer their student to a school not designated as “persistently dangerous”.

Annual Review of Title I Programs

As a school that receives Title I Federal funds, the school staff and parents will conduct an annual review of its Title I programming including instructional programming, expenditures of Title I funds, professional development, student achievement results, and all other aspects of Title I programs.

Complaint Procedures

All schools receiving federal funds are required to disseminate, free of charge, information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives. A full guide can be accessed online via this link:

<https://dese.mo.gov/sites/default/files/qs-fedcomp-Complaint-Procedures-ESSA.pdf>.

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The following outlines 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). Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, and Title V.

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
General Information 1. What is a complaint under ESSA? 2. Who may file a complaint? 3. How can a complaint be filed?	
Complaints filed with LEA 4. How will a complaint filed with the LEA be investigated? 5. What happens if a complaint is not resolved at the local level (LEA)?	Complaints filed with the Department 6. How can a complaint be filed with the Department? 7. How will a complaint filed with the Department be investigated? 8. How are complaints related to equitable services to nonpublic school children handled differently?
Appeals 9. How will appeals to the Department be investigated? 10. What happens if the complaint is not resolved at the state level (the Department)?	

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)?

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A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department? A complaint filed with the Department must be a written, signed statement that includes:

- A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
- 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.
7. How are complaints related to equitable services to nonpublic school children handled differently?
In addition to the procedures listed 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).
8. 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.
9. 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.

McKinney-Vento Homeless Act

AFIA is committed to providing equal access for all eligible homeless students. The board has developed policies and procedures to fully comply with the McKinney-Vento Homeless Act. Copies of board policies pertaining to the McKinney-Vento Homeless Act can be obtained through the front office.

Identification

A student who qualifies for services under the McKinney-Vento Act will be considered a “Youth in Transition” if they are an unaccompanied minor and/or lacks a fixed, regular and adequate residence, and finds true one or more of the following:

- (i) sharing the housing of another person due to loss of housing, economic hardship, or a similar reason; (ii) living in a motel, hotel trailer park, or campground due to economic hardship and lack of adequate alternative accommodations; (iii) living in emergency or transitional shelters; (iv) abandoned in a hospital or awaiting foster care placement;
- have a primary residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting;
- is determined to qualify for migratory services as defined by Section 1309 of the Elementary and Secondary Education Act of 1965, and who may qualify as a Youth in Transition because the child is living in a circumstance as identified above

Services

AFIA Board has appointed Arica Miller, Family School Liaison, as the Coordinator of Programs for Youth in Transition. The Coordinator will:

- Establishes practices designed to ensure the school enrollment and success of Youth in Transition

Complaint Procedures

Any Youth in Transition or their parent/caregiver may file a complaint regarding placement or access to educational programs by submitting a written complaint to the Youth in Transition Coordinator. If the Coordinator is unable to resolve the complaint within five (5) school days of receipt of such complaint, unresolved complaints will be forwarded to the Principal who will contact the complainant to discuss the complaint. If the complainant requests to meet with the Principal in person, the Principal will, at the Principal’s reasonable discretion, (i) meet with the complainant at an agreed upon time at the Academy for Integrated Arts; or (ii) decline to meet with the complainant. Within five (5) school days of the Principal’s receipt of the complainants request for a meeting or within five (5) school days of the Principal declining such a request for a meeting, the Principal will prepare and forward a written decision to the complainant. Thereafter, the complainant may appeal to the Board within five (5) school days of receipt of the Principal’s written decision by submitting a written description of the complaint to:

Board President
Academy for the Integrated Arts

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7910 Troost Avenue
Kansas City, MO 64131
BoardofDirectors@afiakc.org

The Board of Directors will review the complaint during their next regularly scheduled Board Meeting and follow up with the parent within ten days of that meeting.

Thereafter, the complainant may forward the complaint to Department of Elementary and Secondary Education's Director of Federal Grants.

Parental Involvement

AFIA understands that a child's first and best teachers are the adult role models at home. The school's staff is committed to bridging the gap between the school and home. To increase communication and coordination between the school and home AFIA commits to:

- Providing frequent updates on each student's academic progress to parents
- Providing appropriate homework that involves parents in the education of their children
- Be available to discuss any parental concerns

Communication

AFIA values on-going communication and collaboration with students and families, however, we are committed to being fully present to students during instructional time. Calls made during school hours will not be transferred to classrooms during instruction, however, the office staff will take a message so that your child's teacher can return your call as soon as possible.

Our school utilizes many methods of communication to share information and updates with families including Seesaw and a weekly school-wide memo. Seesaw is an online platform for communicating with your child's teacher and documenting student learning. SeeSaw is the preferred platform for classroom-level communication as it allows teachers to share information with the entire classroom community or directly with individual families. Seesaw also allows students to share evidence of learning by uploading work samples.

Be sure to notify the front office of any changes to your contact information so you continue to receive electronic communications.

Civility Statement

AFIA is committed to maintaining a safe, civil, and respectful environment. Uncivil conduct is defined as any behavior that may appear rude, uncaring, abrupt, or insensitive, volatile, hostile or aggressive actions or loud, obscene, and/or offensive language. Uncivil conduct interferes with students' ability to learn, a school's ability to educate its students and administrators' ability to manage and lead the school community.

Through participation in school activities and/or school sponsored activities, students, staff, parents, community members, and administrators shall be accountable for expecting and

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modeling civil conduct, communication, and problem-solving. AFIA will not condone or accept uncivil conduct on school grounds, at school-sponsored activities, or in verbal, written or electronic communications whether by students, staff, parents, community members, or administrators. Any person exhibiting uncivil conduct will be asked to leave school grounds immediately and may be restricted from returning.

Parental Involvement Policy

AFIA involves parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- that parents play an integral role in assisting their child’s learning
- that parents are encouraged to be actively involved in their child’s education
- that parents are full parents in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

AFIA works to develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy. The policy shall be incorporated into AFIA’s plan developed under section 1112 (Title I.A LEA plan), establish expectations and objectives for meaningful parent and family involvement, and describe how the agency will:

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). (Section 1111 is the State Plan.)

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

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(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph

(D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

AFIA parents participate in an Annual Local Review of the Title 1 Program and use the results of the Annual Review to address any identified barriers to parental participation. The Annual Review will be conducted each spring and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent/teacher and/or student survey data, and a summary analysis of the effectiveness of Title 1 Services.

AFIA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable, in a language parents understand.

Academy for Integrated Arts will involve parents in the planning and development of effective parent involvement activities through representation the building's Title 1 Needs Assessment/Evaluation Committee or School-wide Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind.

Academy for Integrated Arts will build the schools' and parents' capacity for parent involvement by:

- providing parents with information on state standards, assessments, requirements of Title 1, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting, through quarterly progress notices, at parents-teachers conferences, in the school newsletter, and on the website.
- providing materials, resources, and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications, and the School Social Worker. Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a Family Literacy Night, Math Night, etc. A Book Bag program will be implemented in grades K-3.
- communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, quarterly Title 1 meetings, classroom newsletters, an annual parent

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- survey, parent-school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time if requested by parents.
- coordinating parent involvement activities with other initiatives including Head Start, after school programs, etc.

This policy has been developed jointly with, and agreed on with, parents of children participating in Title 1 programs as evidenced by meeting minutes. AFIA's Parent Involvement Policy was adopted on September 9, 2014.

Parental Involvement Plan

AFIA has developed a comprehensive Parent Involvement Plan, which is centered on the following standards:

- Communication
- Parenting Skills
- Student Learning
- Volunteering
- School Decision Making and Advocacy

Our 2023-2024 Parent Involvement Plan will be distributed during the first few months of the school year. A copy may also be obtained through the front office.

School-Parent Compact

AFIA involves parents in the implementation and review of a Parent-School Compact on an annual basis. Section 1116 (d) of the Every Student Succeeds (ESSA) of 2015 requires that schools work in partnership with families to define stakeholder roles and responsibilities for high student academic achievement. The compact is reviewed and revised annually at a Parent Advisory Committee. All families will review and sign the Parent-School Compact during fall conferences, and revisit the compact again during winter conferences. A copy of the compact is kept on file in the front office.

Parental Involvement Surveys

AFIA always welcomes parental input to improve the school and educational programming. The school has developed a survey of parent and student satisfaction that will be administered at least annually. The results of the surveys will be shared with parents during a scheduled parent meeting.

Student Code of Conduct

Student Behavioral Support

Academy for Integrated Arts is committed to providing a safe, positive and productive learning environment for all students. The unique mission and vision of the school requires that all members of the learning community behave in ways that honor and celebrate the diverse nature of all community members and respects the rights of one another to work and learn together. As a community, there is an expectation that all members work cooperatively to achieve the goals and objectives of each student.

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Educators will facilitate class compacts (expectations) that encourage and hold students accountable for their behavior each day. An emphasis will be placed on the PREVENTION of inappropriate behaviors through the development of strong relationships of mutual respect between teachers and students. In the event that challenging behaviors still occur, strategies for processing the behavior with the student will be in place, along with the exploration of more positive alternatives, either before or after consequences have been administered. Within the first week of class, teachers and students will jointly discuss and list what behaviors they want to see exhibited within their class. The staff will also use this process to develop a compact for a positive school culture.

At AFIA, we strive to help support students in making good choices that are conducive to the learning environment. We recognize that children develop positive dispositions from the adults that they interact with daily, therefore teachers model and encourage a calm, clear and consistent approach with every child in every situation with a focus on helping children become self-regulators of their own behavior.

Strategies include:

- Setting clear limits for unacceptable behavior
- Enforcing the limits with a short, age appropriate explanation
- Creating a classroom climate that demonstrates a mutual respect and caring
- Listening to children, not just when they have made a mistake
- Accepting that children make mistakes rather than misbehave
- Conducting regular class meetings to talk about the needs of the classroom community
- Understanding that the range of development in each classroom varies widely and that the development of self-control among this stage of development is equally wide
- Making modifications to activities to give each children the necessary support they require
- Avoiding isolation of children as it is not an acceptable practice to help children work on their ability to interact acceptably with others
- Teaching children to communicate with other students to resolve conflict

School Visits

AFIA is committed to providing engaged, meaningful instruction and minimizing disruption to teaching and learning. We value our partnerships with families and community organizations and welcome visits from parents/caregivers and community members. Requests for classroom visits or school tours must be made through the Main Office and approved by the principal at least 24 hours prior to the proposed visitation time.

Upon entering the building, all visitors must report to the Main Office, sign in, wear the provided visitor pass while in the building, and sign out upon departure. Visitors 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. In accordance

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with The Family Educational Rights and Privacy Act (FERPA), visitors may not record video/audio or take pictures during instructional time without prior authorization from an administrator. Classroom performances and celebrations are exempt from this policy.

Prohibited Behaviors

The following list of behaviors, definitions/explanations, and/or potential range of consequences is not fully inclusive. At any time, the Board of Directors and/or administrators may amend the contents of this Student Code of Conduct. All parents should review these expectations with their student. Any questions about the Student Code of Conduct can be addressed to administration.

Behavior	Definition and/or Explanation
Arson	Starting or attempting start a fire or explosion
Assault*	A disruptive physical or verbal attack on another person that may lead to physical injury
Battery*	A physical attack on another person resulting in injury
Bullying	Intimidation or harassment that causes a reasonable student to fear for their physical safety or property. Bullying may consist of physical actions, including gestures, or oral, cyber-bullying, electronic, or written communication, and any threat of retaliation for reporting of such acts.
Cheating	Illicit sharing or copying information from another person, either on an assignment or a test; Illicitly presenting another's work as one's own
Defiance	Open disregard to the directive of an authority
Destruction of Property	Purposeful damage of another's property, including vandalism
Disorderly Conduct	Purposeful actions that cause a disturbance to the learning environment
Displays of Gang Affiliation	Display of apparel, paraphernalia, gestures, signs, recruitment, body language or any other actions associated with gangs
Endangerment of Self or Others	Acts which may lead to the injury of oneself or another person, or the damage or destruction of another's property
Extortion*	Obtaining or attempting to obtain money, property or services by force or threats of force; or forcing someone to do something against their will by force or threat of force
False Alarms	Making a false report of danger for the purpose of causing fear or distress, disrupting the learning environment, or causing the evacuation or closure of the school; tampering with emergency equipment to make such false alarms (i.e. pulling a fire alarm, calling 911, etc.)
Felony Act*	Any criminal act that constitutes a felony under applicable law
Fighting	A physical or verbal struggle between two or more people
Gambling	Playing a game in an attempt to earn money or possessions
Harassment	Persistently or repeatedly disturbing another person; verbal, physical or written comments, gestures or images that may cause a person to feel uncomfortable or threatened; use of slurs, comments, or actions based on race, ethnicity, national origin, religion, gender, sexual orientation,

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	disability, or any other protected or unprotected class
Improper Use of Technology	Using technology in violation of the school's Acceptable Use Policy, including improper use of personal technology at school
Incitement	Encouraging or coercing another person to engage in prohibited activities
Leaving Setting without Permission	Leaving an assigned location without permission; leaving the school building without permission
Misconduct on the Bus	Any conduct on the bus that may impair the driver's ability to maintain the safe and orderly transportation of students
Possession of a Dangerous Object*	Possessing (on a person's body or in their property, including book bags, clothing, etc.) an object that may be considered dangerous and/or could cause harm or physical injury to a person.
Possession of a Firearm*	Possessing (on a person's body or in their property, including book bags, clothing, etc.) any firearm as defined in 18 U.S.C. § 921.
Possession of a Weapon*	Possessing (on a person's body or in their property, including book bags, clothing, etc.) any object, implement, or device which is capable of firing a projectile using a propellant such as pressurized gas or explosive (such as a gun, pellet gun, or BB gun); or any object, implement or device that is a facsimile or resembles a weapon (i.e. toys such as guns, knives, handcuffs, etc.)
Possession, Distribution, or Posting of Prohibited Material	Possessing (on a person's body or in their property, including book bags, clothing, electronic media, etc.), distributing or posting any material that may be deemed offensive, obscene, libelous, defamatory, contains threats of violence, or causes significant disruption to the learning environment
Possession, Distribution or Sale of Prohibited Controlled Substances*	Possessing (on a person's body or in their property, including book bags, clothing, electronic media, etc.), distributing or offering for sale any material that may be considered a controlled substance including but not limited to alcohol, tobacco, prescription drugs, illegal drugs, facsimiles of drugs, and/or any item deemed to be drug paraphernalia.
Sexual Harassment	Inappropriate or unwelcome sexual advances, requests for sexual favors, or other inappropriate or unwelcome verbal or physical comments or gestures of a sexual nature
Sexual Misconduct	Inappropriate physical contact of a sexual nature such as touching, patting, groping, pinching, etc.
Tampering with School Records	Altering or destroying any official school document or record
Theft	Taking or helping take another person's property without their permission, or receiving property knowingly taken from someone without their permission
Threats of Violence	Making a report or claim, either verbal or written, to cause damage or harm to a person or property through violence, including reports and false reports made to other students, staff members, community members, law enforcement agencies, or using electronic media and/or

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	social networking.
Truancy	Unauthorized absence from school, including excessive unexcused absences
Under the Influence or Use of Prohibited Controlled Substances*	Using or being under the influence of a controlled substance such as alcohol, tobacco, prescription drugs not specifically prescribed to the individual, over the counter medication used without proper authorization and/or not according to recommended usage, illegal drugs, and/or facsimiles of drugs or other items or materials that may impair a person's sobriety.
Use of Profane or Obscene Language	The verbal, physical or written use of words, gestures or images deemed to be offensive or obscene

Any prohibited behavior designated with an asterisk () is a violation of the Missouri Safe Schools Act, under which the school may be obligated to report to local law enforcement authorities for further action.*

Consequences for Violations of the Student Code of Conduct

AFIA staff is committed to providing a safe, cooperative learning environment. It is the staff's philosophy that we must teach behavior expectations and that with adequate support every student can make positive contributions to the learning environment. It is our goal for students to remain in their classrooms, where they can learn. However, if an incident occurs where a student causes serious disruptions to the learning environment or endangers him/herself or others by violating the Student Code of Conduct consequences may be necessary. All consequences listed below will be administered by the school administration or lead teacher, and will be reflective of the severity of the infraction and the discipline history of the student. Any disputes with the decision of the resolution of any discipline issue will be resolved according to the Dispute Resolution procedures listed in the subsequent section.

AFIA is committed to utilizing restorative practices in responding to behaviors. We understand that the responsibility of responding to behavior is a partnership with staff, students, and families. Response to behavior will be consistent and based on accountability and the needs of each student in ensuring they can function safely within the learning environment.

Potential Consequences

Administrative Conference	Student will confer with an administrator or school representative
Parent Conference	Student and parent will confer with an administrator, teacher or school representative
Detention	Student will serve an after school detention or Saturday School
Bus Suspension	Suspension or revocation of bus riding privileges
In-School Suspension	Student will participate in learning by completing work in the Student Success Center

Academy for Integrated Arts
2023-2024

Short-Term Suspension	Student will not be permitted to attend school during the suspension, which may extend from 1-10 consecutive days. AFIA believes it is important for students to be at school and is committed to partnering with parents to help students develop effective social and emotional skills. We work to avoid out of school suspension, however in some incidents state or federal statutes require this disciplinary action. If a student is suspended from school, a parent or caregiver is required to participate in an administrative conference.
Long-Term Suspension	Student will not be permitted to attend school during the suspension, which may extend from 11-180 consecutive days; the administrator may recommend a Disciplinary Hearing before the Hearing Officer.
Expulsion	Student will not be permitted to attend school for at least 180 school days; the Board of Directors will administer Expulsions only after a Disciplinary Hearing and final determination.

Due Process for Disciplinary Issues

All students will be afforded Due Process under the law. If a student is suspected or accused of violating the Student Code of Conduct, they will be afforded the following rights:

- To be given written or verbal notice of the allegations and supporting facts against them
- To be provided an opportunity to give a written or verbal explanation of their version of the incident before any consequences are imposed
- To be provided an opportunity to bring forth witnesses on their behalf
- Parents will be provided prompt notification of the allegations and administrative decisions

Disciplinary Hearing

Certain major violations of the Student Code of Conduct may require a Disciplinary Hearing. Disciplinary Hearings will be conducted by a Hearing Officer. The Hearing Officer will hear both sides of the issue and make a determination or recommendation to the Board of Directors. Parents will be notified of Hearings in writing and will be provided a notice of their Procedural Safeguards. The student and parents will be permitted to present evidence and share their perspective on the issue. After considering all aspects of the issue, the Hearing Officer will make a determination and/or recommendation to the Board of Directors. If the parents disagree with the Hearing Officer's determination, they may file a formal appeal.

Right to Appeal Disciplinary Decisions

Parents/caregivers who wish to appeal any disciplinary decisions resulting in a Long Term Suspension or Expulsion, may do so in writing to the Board of Directors within seven (7) calendar days of notice of the suspension. Failure to file a written notice of appeal within the specified time will waive the right to appeal. Appeals should be sent to:

Academy for Integrated Arts
2023-2024

Board President
Academy for the Integrated Arts
7910 Troost Avenue
Kansas City, MO 64131
BoardofDirectors@afiakc.org

Suspension Requirements

When students are suspended from school for any length of time, they may not be present on school property without the expressed permission of an administrator. Students may not return to school from a suspension until a meeting is held with the parent/caregiver and an administrator.

Any student whose parents choose to withdraw their student who is currently serving a suspension or expulsion from AFIA must report to the student's new school that the student is currently suspended. Any student who enrolls at AFIA must declare if they are currently serving a suspension or expulsion at any other school. Failure to declare current suspensions or expulsions is a Class C Misdemeanor and the student may be immediately withdrawn from the school or refused enrollment until the suspension or expulsion has been fully served.

Discipline of Students with Individualized Education Plans (IEP's)

Students with identified special needs and served under the Individuals with Disabilities Education Act with an IEP shall be subject to the provisions of the Student Code of Conduct. The student's parent/caregiver and the special education staff shall be involved in all disciplinary decisions.

Due Process – Due Process procedures applicable to suspension, removal, or expulsion of students with disabilities will be afforded to students with identified special needs and served with a current IEP in accordance with applicable laws, regulations and Board Policies.

Behavior Intervention Plans – If a student with a current IEP exhibits behaviors that impede their learning or the learning of others the IEP Team will conduct a Functional Behavior Assessment and develop a Behavior Intervention Plan to address the behavioral concerns.

Manifestation Determination – If a student with a current IEP exhibits behaviors resulting in suspensions to exceed 10 cumulative days or a Change of Placement, the IEP shall conduct a Manifestation Determination meeting to determine whether the student's disability contributed to the behaviors or impaired their ability to control or understand the impact of the behaviors.

Suspensions – A student with a current IEP may receive no more than ten cumulative days of suspension during an academic year. An 11th Day Plan must be developed for

any suspensions beyond the tenth day detailing the procedures to ensure that the student receives requisite special education services.

Change of Placement – The IEP Team may consider a Change of Placement for students who exhibit behaviors that cause significant disruptions to the learning environment, or who present a danger to themselves or others.

Discipline Options for Behaviors Unrelated to the Disability – Any student with a current IEP whose behaviors are deemed to be unrelated to their IEP will be subject to the same discipline considerations as their non-disabled peers.

Discipline Options for Behaviors Related to the Disability – If a student with a current IEP exhibits behaviors that are determined to be a manifestation of their disability, the IEP Team must consider disciplinary options other than a long-term suspension or expulsion, which cannot be administered.

Weapons and/or Controlled Substances – If a student with a current IEP is determined to have been involved in a violation of the Student Code of Conduct regarding weapons or controlled substances, the student may be placed in an alternative educational setting for no more than forty-five calendar days.

Criminal Acts – Any criminal acts committed by a student with a disability will be referred to local law enforcement regardless of the relationship to the student's disability.

Discipline of Students Not Yet Eligible for Special Education Services

If there is no prior knowledge of a disability or suspicion of a disability the student will be subject to the same disciplinary measures as those applied to their non-disabled peers. Students who are suspected of having an educational disability may receive the same rights and Due Processes as a student with an identified educational disability if, prior to the incident:

- The parent has expressed concerns in writing that the student may be in need of special education
- The behavior or performance of the student has demonstrated a need for the services
- The school has initiated the Special Education referral or evaluation process

Discipline of Students with a Section 504 Accommodation Plan

Students who have a current Section 504 Accommodation Plan, or who may be in the process of receiving a Section 504 Accommodation Plan, may be subject to the same disciplinary measures as those of their non-disabled peers unless the disciplinary infraction is determined to directly correlate to the student's identified disability.

Corporal Punishment

Under no circumstances may any person use corporal punishment on the school premises.

THIS IS A COPY. The original is in the [Succession Plan folder](#). Currently the individuals who have access to the contents of the Succession Plan folder are:

Tricia DeGraff, Executive Director

*Phoebe Bassue-Devorce, Operations and Enrollment
Coordinator*

Brad Epstein, Board President

Cara Newell, Board Treasurer



Emergency Succession Plan Academy for Integrated Arts

Updated 8.10.2023

Contents

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2. [Short Term Absence](#)
3. [Long Term Absence](#)
4. [Permanent Absence](#)
5. [Information and Contact Inventory](#)
6. [Signatures of Approval](#)

Summary

The Board of Directors of Academy for Integrated Arts recognizes that this is a plan for contingencies due to the disability, death or unexpected departure of the Executive Director. If the organization is faced with the unlikely event of an untimely vacancy, Academy for Integrated Arts has in place the following emergency succession plan to facilitate the transition to both interim and longer-term leadership.

In addition to planning for an emergency departure, Academy for Integrated Arts is engaging in ongoing succession planning to ensure the organization's readiness for the next leadership transition. You can access the current organizational chart [here](#). Succession planning action steps for the next 6-12 months can be found in [this document](#).

Short Term Absence

A short term absence is one of less than three months in which it is expected that the Executive Director will return to his/her position once the events precipitating the absence are resolved. An unplanned absence is one that arises unexpectedly, in contrast to a planned leave, such as a vacation or a sabbatical. In the event of an unplanned absence, The Board of Directors authorizes the committee chairs of the Board of Directors to implement the terms of this emergency plan in the event of the unplanned absence of the Executive Director.

In the event of an unplanned absence of the Executive Director, the Executive Director, Operations Coordinator or Principal is to immediately inform the Board Chair of the absence. As soon as it is feasible, the Chair should convene a meeting of the Board or Committee Chairs to affirm the procedures prescribed in this plan or to make modifications as the Committee deems appropriate.

As of the time that this plan was approved, the position of Acting Executive Director will be: **Karren Colbert, Principal**. Ms. Colbert will take the lead on all communications and instructional aspects of the organization and report to the board. **Phoebe Devorce Bassue, Operations and Enrollment Coordinator**, will take the lead on operations, including payroll and approving invoices.

Authority and Compensation of the Acting Executive Director

The person appointed as Acting Executive Director shall have the full authority for decision-making and independent action as the regular Executive Director.

The Acting Executive Director and Operations Coordinator may be offered a bonus during the short-term succession period.

Board Oversight

The board member responsible for monitoring the work of the Acting Executive Director shall be the Board President. The Board President will be sensitive to the special support needs of the Acting Executive Director in this temporary leadership role.

Communications Plan

Immediately upon transferring the responsibilities to the Acting Executive Director, the Board President will notify staff members, members of the Board of Directors and key volunteers of the delegation of authority. As soon as possible after the Acting Executive Director has begun covering the unplanned absence, Board members and the Acting Executive Director shall communicate the temporary leadership structure to the following key external supporters of Academy for Integrated Arts:

- Organizations with current grant agreements in place (Operations Coordinator will review the list to confirm that it is up to date)
- Executive Director of the [Missouri Charter Public School Commission](#) (AFIA's sponsor)
- Executive Director of the [Missouri Charter Public School Association](#)
- Organizations that support AFIA as a contractor, including but not limited to:
 - Ed Ops, Paul Greenwood (paul@ed-ops.com) and Tony Kline (tony@ed-ops.com)
 - Student Transportation of America (dprince@ridesta.com)
 - American Dining
 - Assured Partners, Matt Benge, Regional Sales Leader (matt.benge@afiakc.org)

Completion of Short-Term Emergency Succession Period

The decision about when the absent Executive Director returns to lead Academy for Integrated Arts should be determined by the Executive Director, the Board President and committee chairs. They will decide upon a mutually agreed upon schedule and start date. A reduced schedule for a set period of time can be allowed, by approval of the Board President, with the intention of working their way back up to a full-time commitment.

Long Term Absence

A long-term absence is one that is expected to last more than three months. The procedures and conditions to be followed should be the same as for a short-term absence with one addition: **the AFIA Board of Directors will give immediate consideration, in consultation with the Acting Executive Director, to temporarily filling the management position left vacant by the Acting Executive Director.** This is in recognition of the fact that for a term of

more than three months, it may not be reasonable to expect the Acting Executive Director to carry the duties of both positions. The position description of a temporary manager would focus on covering the priority areas in which the Acting Executive Director needs assistance.

Completion of Long-Term Emergency Succession Period

The decision about when the absent Executive Director returns to lead Academy for Integrated Arts should be determined by the Executive Director, the Board Chair and the committee chairs. They will decide upon a mutually agreed upon schedule and start date. A reduced schedule for a set period of time can be allowed, by approval of the Board Chair, with the intention of working the way up to a full-time commitment.

Permanent Absence

A permanent absence is one in which it is firmly determined that the Executive Director will not be returning to the position. The procedures and conditions should be the same as for a long-term temporary absence with one addition: **The Board of Directors will appoint a Transition and Search Committee within 30 days to plan and carry out a transition to a new permanent Executive Director.** The Board will also consider the need for outside consulting assistance depending on the circumstances of the transition and the board’s capacity to plan and manage the transition and search. The Transition and Search Committee will also determine the need for an Interim Executive Director, and plan for the recruitment and selection of an Interim Executive Director and/or permanent Executive Director.

Information and Contact Inventory

In the case of an emergency or unplanned departure, Succession Plan Documents can be found in two places:

1. Google Drive (current location): [Succession Plan Documents](#)
2. Network folder on K12tc servers (will upload folder to this folder once this draft is more final)

Additionally, important links and contact information can be found in this section.

Important Links

Document(s)	Location
IRS Determination Letter	IRS Tax Determination Letter
IRS Form 1023	Is this necessary?
Bylaws	Second Amended & Restated Bylaws (2016) 2021 Amendment to the Bylaws 2022 Second Amendment to Bylaws (2022)
Mission Statement	https://afiakc.org/about-us/
Board Minutes	Board minutes are store in Epicenter and on AFIA’s website: https://afiakc.org/board-documents/
AFIA Logo	Logo
Employee Identification Number	27-0781816

Current and Previous 990's	Form 990's are stored in Epicenter and 990's
Audited financial statements	Hard copies of the audits are stored onsite in the business office file cabinet. They are also store in Epicenter and Audited Financial Statements
Financial Statements	Financial statements are stored in Board Materials and https://afiakc.org/board-documents/
State or District Sales-Tax Exemption Certificate	AFIA Tax Exempt Certificate
Blank Checks	Stored in the business office file cabinet when we have them onsite. Lynne Brown & Cara Newell also secure blank checks.
Computer passwords	Passwords Need to finalize who has access. Currently the Operations Coordinator and Executive Director have access.
Donor Records	Executive Director, Operations Coordinator, Ed Ops and Cara Newell have access to this information.
Client Records	Student data is stored in our student management system, Infinite Campus. Hard copies of student data are stored in secured filing cabinets and backed up in perpetuity.
Vendor Records	Executive Director, Operations Coordinator and Ed Ops have access to this information.
Volunteer Records	Executive Director and Operations Coordinator have access to this information

Important Contact Information

Name	Contact Information
Auditor	<p>Name: Marr and Company P.C, Clarkson W. Hanner, CPA</p> <p>Phone Number/Email: (816) 363-8700/clark@marrandcompany.com</p>
Security Bank Checking	<p>Account Numbers: 110300109508</p> <p>Website: https://www.securitybankkc.com/</p> <p>Branch Representative(s): Kelly A. Spencer</p> <p>Phone Number: 913-652-4888 (The Security Bank Treasury Team)</p> <p>Email: Kelly A. Spencer KSpencer@securitybankkc.com</p>

	<p>Purpose/Notes re account: This is our operating account - All disbursements and income go through this account.</p> <p>Which individuals currently have log-in access to this account: Johnny Dolan of Ed Ops, Cara Newell</p>
<p>Security Bank Sweep</p>	<p>Account Numbers: 110300347173</p> <p>Website: https://www.securitybankkc.com/</p> <p>Branch Representative(s): Kelly A. Spencer</p> <p>Phone Number: 913-652-4888, The Security Bank Treasury Team</p> <p>Email: Kelly A. Spencer KSpencer@securitybankkc.com</p> <p>Purpose/Notes re account: Repurchase Agreement "Repo" account through the US Government Securities Program) allows for designated funds to be swept out of that account nightly for the protections over and above the \$250,000 FDIC insurance coverage, then back into the account for immediate availability of funds. With your Repurchase "Repo" account, your deposits are swept into a repurchase sweep each night where the bank pledges securities for your deposits. AFIA would receive the pledged securities if something happened to Security Bank.</p> <p>Which individuals currently have log-in access to this account: Johnny Dolan of Ed Ops, Cara Newell,</p>
<p>Community First Money Market</p>	<p>Account Numbers: 70173</p> <p>Website: https://www.cfbkc.com/</p> <p>Branch Representative(s): <i>Carolyn C George VP/Controller</i></p> <p>Phone Number: 913-551-8028</p> <p>Email: cgeorge@cfbkc.com</p> <p>Purpose/Notes re account: Money market account. Note that any amount over \$250,000 is collateralized by pledged securities.</p> <p>Which individuals currently have log-in access to this account: Johnny Dolan of Ed Ops, Cara Newell</p>
<p>Morgan Stanley Brokerage</p>	<p>Account Numbers: 919-039345-165</p> <p>Website: https://advisor.morganstanley.com/the-4520-group</p> <p>Branch Representative(s): <i>Shaun Flanigan</i></p> <p>Phone Number: 816-932-7691</p> <p>Email: Cara - Shaun.M.Flanigan@morganstanleypwm.com</p>

	<p>Purpose/Notes re account: Account used to invest excess funds in interest income producing US Treasury Note and money market. Highly liquid and safe. Below \$250,000 FDIC threshold</p> <p>Which individuals currently have log-in access to this account: Johnny Dolan of Ed Ops, Cara Newell</p>
Legal Counsel	<p>Name: Tammy Somogye, Lathrop GPM LLP</p> <p>Phone Number: 913.451.5106</p> <p>E-mail: tammy.somogye@lathropgpm.com</p>
Human Resources	<p>All employee records are stored in Bamboo HR. Phoebe Devorce Bassue is the main administrator of the Bamboo HR account. Tricia DeGraff also has administrator privileges. Phoebe manages and maintains the HR files.</p>
Facilities	<p>Office Lease /Building Deed: AFIA Holding Company, Cara Newell, President Building Management Company Name: Kessinger Hunter</p> <p>Contact Name: Ariel Earhart</p> <p>Phone Number/Email: aearhart@kessingerhunter.com</p> <p><i>Office Security System</i></p> <p>Company Name: Atronic Alarms</p>
Retirement Plan	<p>Kansas City Public School Retirement</p>
Insurance	<p>Contact: Assured Partners is the insurance broker for AFIA. All insurance policies are located in this folder.</p> <p>Important Notes: Most policies are set to renew on June 5. In early April, the account manager sends all renewal paperwork to the Operations Manager. We typically hold a renewal meeting in May.</p> <p>Health insurance renews on January 1. We begin the process in October typically, depending on the circumstances.</p> <p>Account manager: Mark Herwig (mark.herwig@assuredpartners.com) 913-236-3048 4435 Main St, 4th Floor Kansas City, MO 64111</p> <p>Regional Sales Director: Matt Benge (matt.benge@assuredpartners.com)</p> <p>Health Insurance Contacts: Haylee Slocumb, Senior Account Manager (Haylee.slocumb@assuredpartners.com) Kristen Whalen, Senior Account Manager (Kristen.whalen@assuredpartners.com)</p> <p>Other policies:</p>

	<i>General Liability / Commercial Umbrella</i> <i>Directors & Officers Liability</i> <i>Unemployment Insurance</i> <i>Worker's Compensation</i> <i>Colonial Products & ADHD</i> <i>Disability Insurance - Short Term</i> <i>Disability Insurance - Long Term</i> <i>Life Insurance</i> <i>Dental</i> <i>Long Term Care</i>
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Date of Completion for Information and Contact Inventory: August, 2023

Name of Person(s) Completing Document: Tricia DeGraff, Executive Director and Phoebe Bassue Devorce, Operations and Enrollment Coordinator

The Emergency Succession Plan and the supporting documents (the information and contact inventory, job descriptions, and organizational charts) should be reviewed and updated annually.

Signatures of Approval

Executive Director: _____ **Date:** _____

Board Chair: _____ **Date:** _____

Chosen Acting Executive Director: _____ **Date:** _____

Other Staff Member: _____ **Date:** _____

This document was developed by the Center for Nonprofit Advancement. www.nonprofitadvancement.org
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We acknowledge the leadership of Transition Guides (notably Tom Adams and Don Tebbe, as well as plan guidance from Karen Gaskins Jones, and Victor Cheers) in guiding The Center for Nonprofit Advancement in grasping the impact of Succession Planning and Executive Transitions. Additional thanks to Troy Chapman of the Support Center for Nonprofit Management of New York City, Tim Wolfred of CompassPoint Nonprofit Services for their guidance on the development of this document. The Information and Contact Inventory document is adapted by permission from the Nonprofit Coordinating Committee of New York City.

ACADEMY FOR INTEGRATED ARTS
FINANCE COMMITTEE MEETING
AGENDA *Draft*

Thursday, August 17, 2023
8:30 a.m.

The meeting will be held via Zoom. To join the meeting, please type <https://zoom.us> into your web browser. You will be prompted to enter the meeting ID: 917 1862 9229 and the password: cqvjE5.

- I. Call to order
- II. Approve agenda for this meeting (August 17, 2023)
- III. Approve minutes from July 20, 2023 meeting
- IV. Financial Update and Review (*including all documents to be submitted to Epicenter*)
 - Actual financial results vs. budget and forecast
 - Cash receipt list
 - Grant/donation activity
 - Bank Statement Reconciliation
 - Cash Disbursements
 - Accounts Payable detail
 - ADA WADA monthly report
- V. Facilities – Review security system potential revisions and possible improvements to grounds near trash containers.
- VI. Approval of Invoices >\$10,000
- VII. Other business
- VIII. Adjournment.

**ACADEMY FOR INTEGRATED ARTS
FINANCE COMMITTEE MEETING
Draft MINUTES**

Thursday, July 20, 2023
8:30 a.m.

The meeting was held via Zoom. In attendance: Peter Brown, Tricia DeGraff, Johnny Dolan-Dominguez, Tony Kline, and Cara Newell.

- I. Call to order
- II. Agenda approved for this meeting (July 20, 2023) with following addition: approval of Focus Five professional development agreement.
- III. Minutes approved for June 15, 2023, meeting.
- IV. Financial Update and Review
 - Actual financial results vs. budget and forecast – Reviewed and in order.
 - Grant/donation activity – Reviewed. Noted early receipt of two grants of \$125,000 each from Hall and Kauffman that relate to SY24.
 - Bank Statement reconciliation – Reviewed and in order.
 - Cash Disbursements – Reviewed and in order.
 - Outstanding Invoices – Reviewed and in order.
 - ADA WADA data – reviewed via email after meeting. In order.
- V. Facilities-N/A
- VI. Approval of Expenditures >\$10,000 –
 - Approved Focus Five professional development agreement for \$17,000
- VII. Discussion of Finance Committee meeting calendar for 2023-2024. Approved continuation of existing meeting date, time and process (third Thursday of the month at 8:30 via Zoom.)
- VIII. Other Business – N/A
- IX. Adjournment.

Academy for Integrated Arts - Preliminary Disbursements Report			
Payments made by check or electronic funds transfer			
Date	Vendor		Amount
7/4/2023	AFIA Holding Inc.		\$ 12,500.00
7/21/2023	American Dining Creation	10 Year celebration catering	\$ 1,200.00
7/19/2023	American Fire Sprinkler Corp	Annual fire sprinkler inspection	\$ 447.50
7/27/2023	American Fire Sprinkler Corp	Replacement of 10 extinguishers	\$ 1,080.00
7/27/2023	American Fire Sprinkler Corp	Annual fire extinguisher inspection	\$ 360.00
7/19/2023	Ameritas Life Insurance Group		\$ 225.84
7/19/2023	Amilia Winter	Reimburse for summer reading books	\$ 390.29
7/19/2023	Bamboo HR		\$ 480.78
8/1/2023	Blue Beetle Pest Management		\$ 193.00
7/6/2023	Card Service Center	Credit card payment. See next page for details	\$ 3,698.55
7/7/2023	Center For Conflict Resolution	Professional development	\$ 1,600.00
7/23/2023	Cintas		\$ 513.40
7/19/2023	Colonial Life		\$ 1,418.25
7/12/2023	Edfuel	PD: One on One Leadership coaching	\$ 3,379.00
7/21/2023	EdOps		\$ 8,425.00
7/26/2023	Elijah Jost	Reimburse for background check	\$ 41.75
7/19/2023	Evergreen Electronics Inc	Staff laptops	\$ 979.90
7/26/2023	Genesis Amaro	Reimburse for background check	\$ 41.75
7/26/2023	Isaia Wilcoxon	Reimburse for background check	\$ 41.75
7/24/2023	K12 Itc, Inc.		\$ 3,390.77
7/17/2023	Kansas City Power And Light		\$ 7,677.47
7/19/2023	Kansas City Water Services		\$ 355.78
7/26/2023	Lathrop GPM		\$ 1,171.14
7/26/2023	Missouri Network Alliance D/B/A Bluebird		\$ 146.28
7/7/2023	Missouri School Board Association		\$ 708.34
7/21/2023	Newsela Inc.	On-line teaching resource annual fee	\$ 8,128.83
7/21/2023	Paypool		\$ 253.88
7/18/2023	Philadelphia Insurance Companies	First payment of property and casualty insurance = 25% of annual total	\$ 17,492.51
7/26/2023	Pranika Kumaran	Reimburse for background check	\$ 41.75
7/19/2023	Project Lead The Way	Participation fee	\$ 950.00
8/3/2023	Project Lead The Way	Professional development	\$ 500.00
7/21/2023	Sabrina Owings	Face painting at summer celebration	\$ 100.00
7/7/2023	Scribbles Software		\$ 12.50
7/12/2023	Shred It		\$ 74.94
7/12/2023	Shred It	We had an outstanding billing issue that was finally resolved	\$ 73.80
7/12/2023	Shred It		\$ 74.09
7/21/2023	Shred It		\$ 110.35
7/19/2023	Specialk Way Lawncare/Snow Removal		\$ 600.00
7/21/2023	Specialk Way Lawncare/Snow Removal		\$ 600.00
7/2/2023	Spire Inc		\$ 152.30
7/19/2023	Sprint Solutions, Inc.		\$ 263.04
7/21/2023	SRA Insurance Agency	Cyber insurance renewal	\$ 5,416.95
7/11/2023	The Literacy Lab	Per previously approved contract	\$ 5,000.00
7/13/2023	Toshiba Financial Services		\$ 1,228.39
7/27/2023	Tricia Degraff	Facebook ads	\$ 200.70
7/28/2023	Tricia Degraff	Staff retreat snacks	\$ 443.22
7/10/2023	Waste Management		\$ 883.55
		Total payments by check or EFT	\$ 93,067.34

Academy for Integrated Arts - Preliminary Disbursements Report			
Payments made with credit card			
Date	Vendor		Amount
5/11/2023	Amazon	Supplies	\$ 311.96
5/11/2023	Amazon	Supplies	\$ 72.43
5/17/2023	Amazon	Supplies	\$ 187.16
5/21/2023	Amazon	Supplies	\$ 112.67
5/19/2023	Bluehost	Domain Hosting	\$ 179.88
5/21/2023	Bluehost	Domain Hosting	\$ 15.00
5/12/2023	Eggtc	Teacher Appreciation Breakfast	\$ 787.25
5/30/2023	Eggtc	Staff Breakfast	\$ 678.90
5/25/2023	Hyvee	6th Grade Graduation	\$ 55.90
5/15/2023	Overlandpk	Kindergarten Field Trip	\$ 250.00
6/6/2023	Picklemans	Staff Lunch	\$ 86.78
5/26/2023	Quiktrip	Gifts	\$ 280.00
6/5/2023	Saentkc	Summer Celebration	\$ 50.00
5/30/2023	Theborough	Staff End of year celebration	\$ 454.30
5/12/2023	Walmart	Supplies	\$ 160.33
5/17/2023	Zoom	Subscription	\$ 15.99
			\$ 3,698.55

	<u>10 General Fund</u>	<u>20 CERTIFIED</u>	<u>40 CAPITAL FUNDS</u>	<u>Total</u>
Total Assets and Deferred Outflows of Resources				
Current Assets				
1113 Security bank	292,457.29	(172,456.86)	0.00	120,000.43
1115 Community First Bank - Money Market	300,081.45	0.00	0.00	300,081.45
1117 Sweep: Security Bank	1,150,718.98	0.00	0.00	1,150,718.98
1118 Money Market: Morgan Stanley	241,919.07	0.00	0.00	241,919.07
1132 PETTY CASH	1,151.00	0.00	0.00	1,151.00
Current Assets	1,986,327.79	(172,456.86)	0.00	1,813,870.93
Other Assets				
5020 LESS: REVENUE REALIZED/NONCASH	(494,824.70)	(18,009.30)	0.00	(512,834.00)
Other Assets	(494,824.70)	(18,009.30)	0.00	(512,834.00)
Total Assets and Deferred Outflows of Resources	1,491,503.09	(190,466.16)	0.00	1,301,036.93
Total Liabilities, Deferred Inflows of Resources, and Fund Equity				
Current Liabilities				
2151 FIT Withholding Payable	0.00	0.00	0.00	0.00
2152 Social Security Payable	0.00	0.00	0.00	0.00
2155 Missouri Income Tax Payable	0.00	0.00	0.00	0.00
2156 Group Health and Life Insurance	(10,131.25)	864.43	0.00	(9,266.82)
2158 Teachers Retirement Payable	0.00	0.00	0.00	0.00
2159 Non-Teacher Retirement Payable	0.00	0.00	0.00	0.00
2161 AFLAC	(472.77)	0.00	0.00	(472.77)
2162 STAFF FOOD DEDUCTION	378.00	0.00	0.00	378.00
2163 Vision Ins Payable	2,834.58	71.04	0.00	2,905.62
2164 Colonial Life Insurance	(9,144.25)	191.78	0.00	(8,952.47)
2165 LIT TAX PAYABLE	0.00	0.00	0.00	0.00
Current Liabilities	(16,535.69)	1,127.25	0.00	(15,408.44)
Other Liabilities				
6030 EXPENDITURES	(160,991.23)	(191,593.41)	0.00	(352,584.64)
Other Liabilities	(160,991.23)	(191,593.41)	0.00	(352,584.64)

As noted in email, this report in lieu of regular balance sheet due to new reporting system being implemented.

Focus on Current Asset balances for now.

Balance Sheet - Combined

Period Ending: July 2023

	<u>10 General Fund</u>	<u>20 CERTIFIED</u>	<u>40 CAPITAL FUNDS</u>	<u>Total</u>
Fund Balance				
3111 FUND BALANCE	3,152,919.53	(1,512,071.02)	28,181.50	1,669,030.01
3700 TRANSFER IN	985,989.54	2,468,680.06	1,199.00	3,455,868.60
3800 TRANSFER OUT	(2,469,879.06)	(956,609.04)	(29,380.50)	(3,455,868.60)
Fund Balance	1,669,030.01	0.00	0.00	1,669,030.01
Total Liabilities, Deferred Inflows of Resources, and Fund Equity	1,491,503.09	(190,466.16)	0.00	1,301,036.93

Batch Description: 2023 07 Operating Account
Checking Account: 3 Security bank

Processing Month: 07/2023

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>	
	Statement Balance	07/31/2023	132,808.35	Confirmed via on-line banking
<u>Outstanding Automatic Payments</u>				
<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>	
76410087	CITY TREASURER	04/28/2023	1,755.66	Is Q2 remittance overdue?
76410100	CITY TREASURER	05/31/2023	1,704.25	
76410113	CITY TREASURER	06/30/2023	1,727.58	
76410125	CITY TREASURER	07/31/2023	1,813.15	
76410127	MISSOURI DEPARTMENT OF REVENUE	07/31/2023	5,802.00	
Total:			12,802.64	

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
132,808.35	(12,802.64)	120,005.71	120,000.43	5.28
				Agrees to balance sheet

Cleared Automatic Payment Total:	95,219.20
Cleared Checks Total:	48,084.61
Cleared Direct Deposit Total:	(185,940.10)
Cleared Void Total:	
Cleared Cash Receipt Total:	167,875.00
Cleared Manual Journal Entries Total:	44,177.26
Cleared Sales Journal Total:	



Accounts Payable Aging Summary

As of 7/31/2023

Academy for Integrated Art

CLIENT: Academy for Integrated Art		REPORT DATE: 8/14/2023 8:45:42 PM ET				
Payee	Current	1-30	31-60	61-90	>90	Total
Ameritas Life Insurance Corp.	\$0.00	\$263.76	\$0.00	\$0.00	\$0.00	\$263.76
Beloved Community 2021 <small>Equity Lens Map</small>	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
Blue Beetle Pest Control	\$193.00	\$0.00	\$0.00	\$0.00	\$0.00	\$193.00
City Wide Facility Solutions	\$4,320.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,320.00
Crisis Prevention Institute <small>original invoice sent to wrong school. This has been paid</small>	\$0.00	\$0.00	\$0.00	\$0.00	\$155.94	\$155.94
DeGraff, Tricia	\$392.91	\$0.00	\$0.00	\$0.00	\$0.00	\$392.91
EdFuel	\$1,352.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,352.00
EdOps	\$8,425.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,425.00
Grant Wayman	\$41.75	\$0.00	\$0.00	\$0.00	\$0.00	\$41.75
Houghton Mifflin Harcourt Publishing Company <small>Assume for text books but need confirmation</small>	\$5,480.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,480.00
Jenessa Daniels	\$12.32	\$0.00	\$0.00	\$0.00	\$0.00	\$12.32
k12 ITC, Inc.	\$3,390.77	\$0.00	\$0.00	\$0.00	\$0.00	\$3,390.77
Kansas City Young Audiences <small>13 registrants for Arts Integration symposium</small>	\$1,950.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,950.00
Karren Colbert	\$157.34	\$0.00	\$0.00	\$0.00	\$0.00	\$157.34

Payee	Current	1-30	31-60	61-90	>90	Total
Missouri Employers Mutual Insurance Co.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NCS Pearson	\$0.00	\$0.00	\$0.00	\$0.00	(\$49.58)	(\$49.58)
ODP Business Solutions LLC	\$2,224.18	\$144.15	\$0.00	\$0.00	\$0.00	\$2,368.33
Paypool LLC	\$723.02	\$0.00	\$0.00	\$0.00	\$0.00	\$723.02
Quill Corporation	\$646.48	\$0.00	\$0.00	\$0.00	\$0.00	\$646.48
Seesaw Learning, Inc.	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
Shred-It	\$0.00	\$73.62	\$0.00	\$0.00	\$0.00	\$73.62
SpecialK Way Lawncare/Snow Removal Agreed on tree and fence clearing \$7,500; routing mowing \$600	\$8,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,100.00
Taylor Salle	\$29.64	\$0.00	\$0.00	\$0.00	\$0.00	\$29.64
Vonnchet Clark	\$157.34	\$0.00	\$0.00	\$0.00	\$0.00	\$157.34
Total:	\$43,095.75	\$481.53	\$0.00	\$0.00	\$106.36	\$43,683.64

Donation detail through July 2023					
	SY23	SY24			
		<u>Received/</u>			
Donor	Actual	Forecast	Budget	Variance	Notes
SSKC (Team Teaching)	\$84,000	\$168,000	\$168,000	0	
Kauffman DEI Grant	150,000	142,875	143,000	(125)	
Hall (Note1)	250,000	0	125,000	(125,000)	Received SY24 grant in SY23
Kauffman (Note 1)	125,000	0	125,000	(125,000)	Received SY24 grant in SY23
Deffenbaugh	25,000	25,000	25,000	0	
Gottlieb	25,000	25,000	25,000	0	
SSKC ???		25,000		25,000	What does this relate to?
Yet to be identified		39,125	64,000	(24,875)	
MO Arts Council	25,649			0	
SSKC (Talent Cohort)	20,000			0	
Missouri DHSS (Covid testing)	15,709			0	
SSKC (Data Cohort)	9,756			0	
Murien McBrien Kauffman Family Foundation matching	8,450			0	
Brickman Gross Family Foundation	5,000			0	
Wilke Wayne	5,000			0	
Wedlan David	4,500			0	
Brown Peter and Lynne	2,746			0	
Hand Naomi and Peter	2,500			0	
Newell	2,500			0	
Lathrop GPM	1,000			0	
Other	421			0	
SSKC (Harvestors)	500			0	
Total	\$762,731	\$425,000	\$675,000	(\$250,000)	See NOTE
				\$0	0
Note 1: AFIA received \$125,000 from Hall and Kauffman in late June (SY23) that was budgeted for SY24.					

**Academy for Integrated Arts
ADA ADM Report – August 2023**

AFIA did not hold summer school, so we do not have ADA or ADM to report for the month of June or July.

**ACADEMY FOR INTEGRATED ARTS
EDUCATION COMMITTEE AGENDA**

August 23, 2023

11:00 AM – 12:30 PM

7910 Troost Ave., Kansas City, Missouri

This meeting will be held over Zoom.

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

Dial by your location

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+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 720 707 2699 US (Denver)

+1 253 215 8782 US (Tacoma)

Meeting ID: 917 1862 9229

Passcode: 414140

- I. **Call to order**
- II. **Approve agenda for this meeting (August 23, 2023)**
- III. **Approve [minutes](#) from the July 25, 2023 meeting**
- IV. **Discussion Items**

Reference Material:

[Performance Contract](#)

[Strategic Implementation Plan with Action Steps](#) (Please see **Board Overview** tab)

- Update related to the search for Executive Coach for the AFIA Executive Director
- **Discussion related to performance contract updates for the 2022 – 2023 school year: [Performance Contract Update July 2023](#)**

Recap:

- We discussed the Behavior Goal in depth at the July 2023 meeting.
- We discussed the instruction/teacher quality goals at the July 2023 meeting.
- There are updates throughout the year during the education committee meetings and during board meetings. The cadence is dependent on the goal.

During this meeting, we are going to focus on the following:

- NWEA data review and discussion: [NWEA data](#)
- Preliminary MAP data

- **Discussion related to education committee chair position**
- **This did not happen at the last meeting: Confirm meeting calendar for 2023 – 2024**
 - Third Thursday, 4 – 5:30 with no meeting in December

V. Other business

VI. Meeting Adjournment

**ACADEMY FOR INTEGRATED ARTS
EDUCATION COMMITTEE AGENDA**

July 25, 2023

4:00 – 5:30

7910 Troost Ave., Kansas City, Missouri

This meeting will be held over Zoom.

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

Dial by your location

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+1 253 215 8782 US (Tacoma)

Meeting ID: 917 1862 9229

Passcode: 414140

Individuals in attendance:

Board Members: Jennifer Waddell, Brad Epsten, Lynne Brown

AFIA staff members: Tricia DeGraff, Executive Director; Karren Colbert, Principal; Asha Moore, Assistant Principal; Lamont Muhammad, Dean of Culture

- I. **Call to order**
- II. **Approve agenda for this meeting (July 25, 2023) – Approved**
- III. **Approve minutes from the June 15, 2023 meeting - Approved**
- IV. **Approval of new hires**

The education committee approved two hires:

Grant Wayman, Theater Arts and Nadia Jackson, Assistant Teacher

- V. **Discussion Items**

Reference Material:

[Performance Contract](#)

[Strategic Implementation Plan with Action Steps](#) (Please see **Board Overview** tab)

- **Discussion related to Behavior Goal 1:** Create an inclusive, safe learning environment for all students and staff, resulting in a decrease of behavior referrals by 20% from BOY to EOY. For this goal, BOY is defined as the first six weeks of school and the EOY is defined as the last six weeks of school.

Asha presented information to the committee related to behavior goal, including challenges experienced during the 2022 – 2023 school year and proactive plans for the 2023 – 2024 school year.

- **Discussion related to Instruction/Teacher Quality Goals**
 - **Goal 1:**
 - Over 80% of AFIA teachers who have completed at least two years of teaching at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.
 - Over 80% of AFIA teachers who have two or more years of experience at AFIA, will score a Proficient Score in the area of Arts Integration on the Arts Integration Rubric created by AFIA (modeled after the TNTP rubric and arts integration checklist and created through the pilot we implemented over the 2019-2021 school years).
 - **Goal 2:**
 - Over 80% of teachers who score Proficient on the Demonstration of Learning rubric will be retained each year.

We ran out of time and were unable to discuss the following items:

- ***Discussion related to timeline for sharing information related to other goals***
- ***AFIA's organizational chart***
- ***Action items related to Executive Director's evaluation***
- ***Discussion related to education committee chair position***
- **Confirm meeting calendar for 2023 – 2024**
 - Third Thursday, 4 – 5:30 with no meeting in December

VI. Other business

VII. Meeting Adjournment

**22/23 NWEA Data Summary,
Analysis & Next Steps
First & Second Grade**

Summer 2023

Major Trends

- Performance increased in both subjects for Grade 2 from Fall to Spring 2023.
- Performance decreased in both subjects for Grade 1 from Fall to Spring 2023 (students' scores increased, by the increase did not meet “projected school growth”)
- 20% of students tested in the Spring 2023 cycle scored in the top two percentile bands for each subject.
- In both subjects, there is a correlation between years of teaching experience at AFIA and student achievement in all grade levels.

Celebrations

- 48%* of 2nd graders met their Fall to Spring 2023 growth goals in each subject.
- The 2nd grade cohort demonstrated growth in proficiency from Spring 2022 to Spring 2023 in each subject.
 - ELA performance increased from **15% to 24% proficient/advanced**
 - Math performance increased from **21% to 28% proficient/advanced**

*NWEA defines that **Percentage of Students who Met or Exceeded their Projected RIT** is a value that ranges from 0% (no students met their projection) to 100% (all students met their projection). Since each student's growth projection is the mean (or average) normative growth, in a very general sense one could expect that about 50% of students meet or exceed their projected RIT (https://connection.nwea.org/s/article/What-is-the-difference-between-the-two-percentages-in-the-Achievement-Status-and-Growth-summary-section?language=en_US).

Concerns

- 1st grade performance decreased over the year with very few students scoring above the 50th percentile in either math or ELA during the Spring 2023 assessment.
- 79% of 1st graders achieved low growth and low performance in math on Spring 2023 assessment.

Contextual note: Over the past few years, we have targeted 1st graders for Literacy Lab interventions. During the 22-23 school year, we targeted 3rd graders as we noted they needed extra support due to factors related to COVID and remote learning. We are carefully considering how we can ensure that all students who need extra instructional support receive the needed support.

Performance Contract Goals

Goal 3 ELA: Over 50% of students in 1 st and 2 nd grade will meet or exceed their projected RIT growth on the NWEA primary reading assessment.	Goal Not Met 1st: 29% 2nd: 48% Overall: 40%
Goal 3 Math: Over 50% of students in 1 st and 2 nd grade will meet or exceed their projected RIT growth on the NWEA primary mathematics assessment.	Goal Not Met 1st: 18% 2nd: 48% Overall: 33%

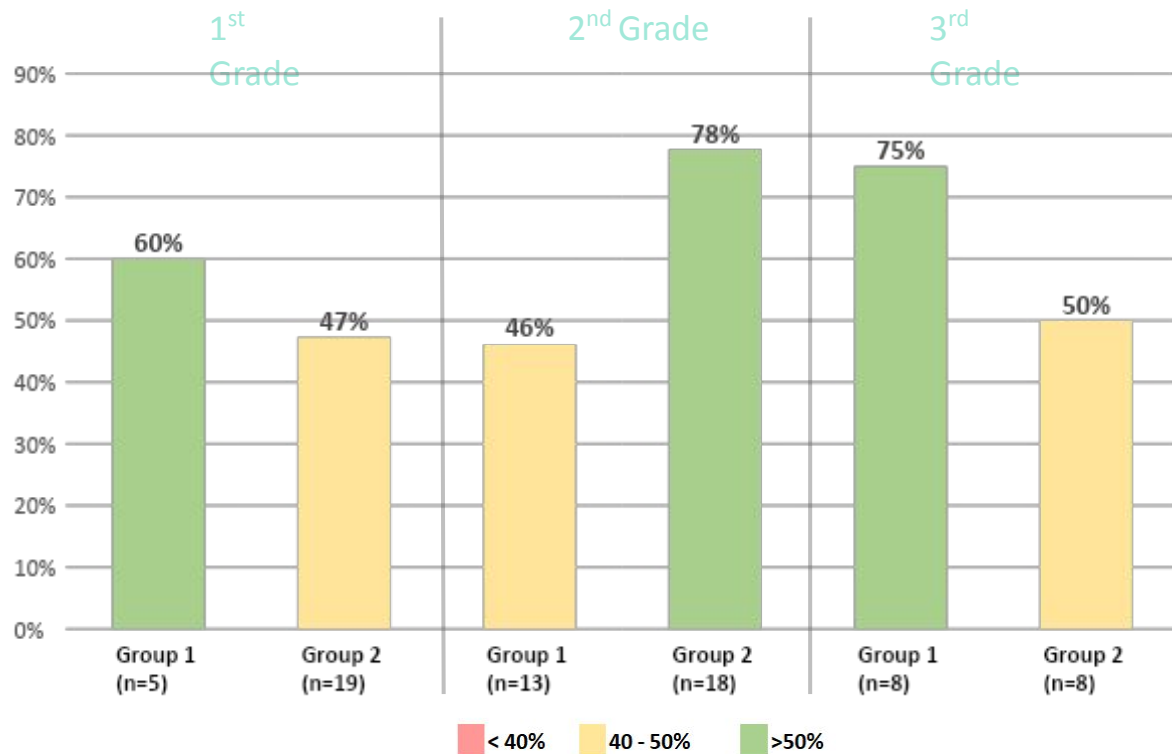
ELA NWEA Data

- Grades 1-2 (all students)
- Grade 3 (some students)

Schoolwide ELA (Fall-to-Spring 2023) Met Growth* by Teacher

► All Grades Show High Achievement Gap by Teacher

ELA - Met Growth + Within Statistical Error (Yes, Yes*, No*) – Fall to Spring



		ELA	
		Met Growth (Yes, Yes*)	Met Growth + Within Statistical Error (Yes, Yes*, No*)
1st	Group 1	60%	60%
	Group 2	21%	47%
2nd	Group 1	31%	46%
	Group 2	61%	78%
3rd	Group 1	50%	75%
	Group 2	25%	50%

*NWEA identifies growth goals but also highlights students who were within the statistical margin of error. The Second column identifies the percent of students who met growth + students who did not meet growth but were within the NWEA calculated margin of error.

Variations in sample sizes due to growth being calculated for only those students who tested in both Fall and Spring for SY22-23.

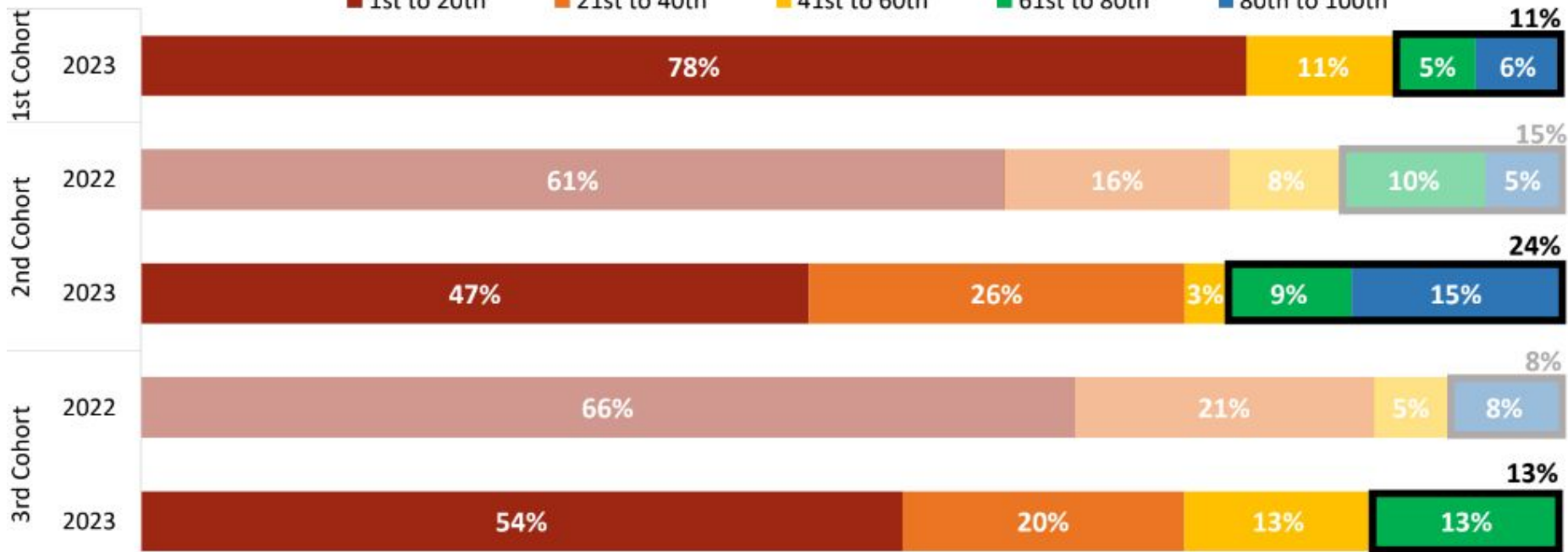
ELA NWEA Data by Cohort: Grade 2

2nd grade shows significant performance improvement over last year.

ELA (By Cohort) *Spring 2023 to Spring 2022 Comparison*

Percentage of scholars in each of these percentile bands

■ 1st to 20th ■ 21st to 40th ■ 41st to 60th ■ 61st to 80th ■ 80th to 100th



Next Steps

- Improve implementation of the following instructional strategies through schoolwide professional development and job-embedded coaching:
 - Choosing appropriately complex text
 - Phonemic Awareness instruction
 - Small group, targeted reading instruction
 - Choosing appropriately complex text
 - Using text based questions to assess comprehension
 - Constructed response writing
 - Paideia Seminar (addresses reading, writing, speaking and listening standards)
- Utilize team teaching in primary grades to provide push-in literacy interventions

Analysis & Next Steps

- Monitor schoolwide constructed response data (Instructional Leadership Team) to inform professional development needs (schoolwide and differentiated)
- Incorporate student work analysis into all observation debriefs
- Select and implement an instructional resource to support phonemic awareness instruction in grades K & 1
- Implement NWEA Fluency assessment and revise literacy assessment plan for grades K-2
- Implement “Literacy Boot Camp” for all first/second year teachers in primary grades + apprentice teachers in order to better prepare newer teachers to plan and implement literacy instruction

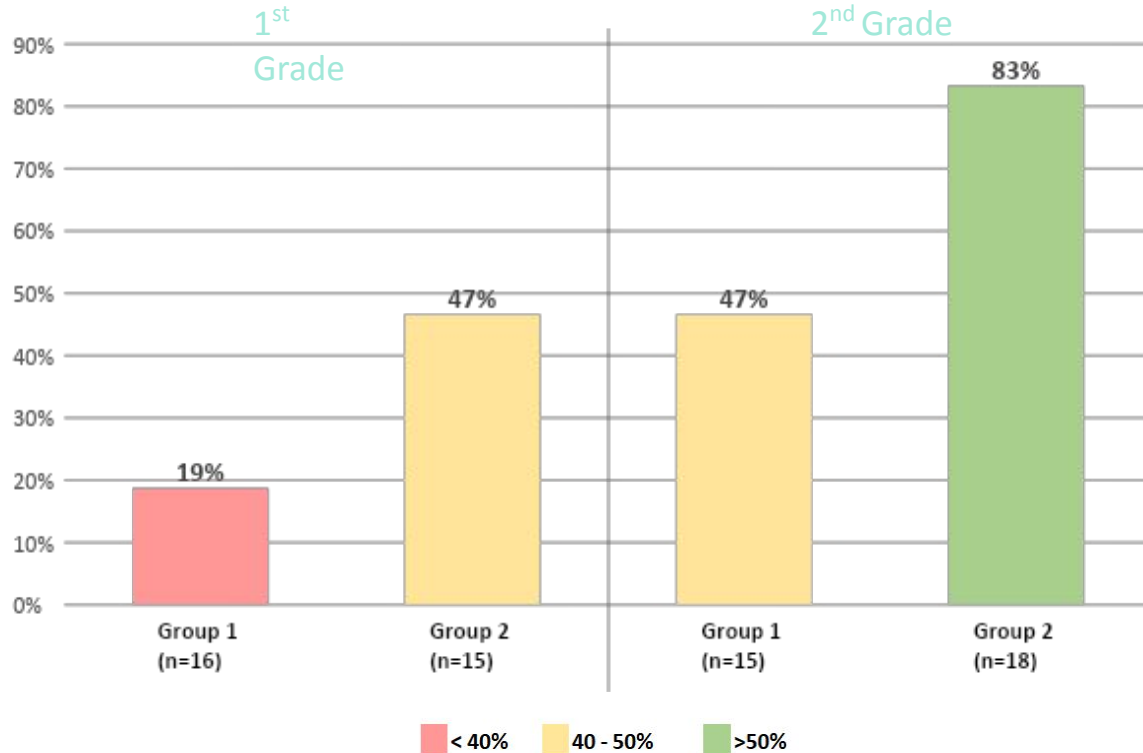
Math NWEA Data

- Grades 1-2 (all students)

Schoolwide Math (Fall-to-Spring 2023) Met Growth* by Teacher

2nd Grade Shows High Achievement Gap by Teacher

Math - Met Growth + Within Statistical Error (Yes, Yes*, No*) – Fall to Spring



Math			
		Met Growth (Yes, Yes*)	Met Growth + Within Statistical Error (Yes, Yes*, No*)
1st	Group 1	6%	19%
	Group 2	33%	47%
2nd	Group 1	27%	47%
	Group 2	67%	83%

*NWEA identifies growth goals but also highlights students who were within the statistical margin of error. The Second column identifies the percent of students who met growth + students who did not meet growth but were within the NWEA calculated margin of error.

NWEA Math Data by Cohort: Grade 2

Math (By Cohort)

Spring 2023 to Spring 2022 Comparison

Percentage of scholars in each of these percentile bands

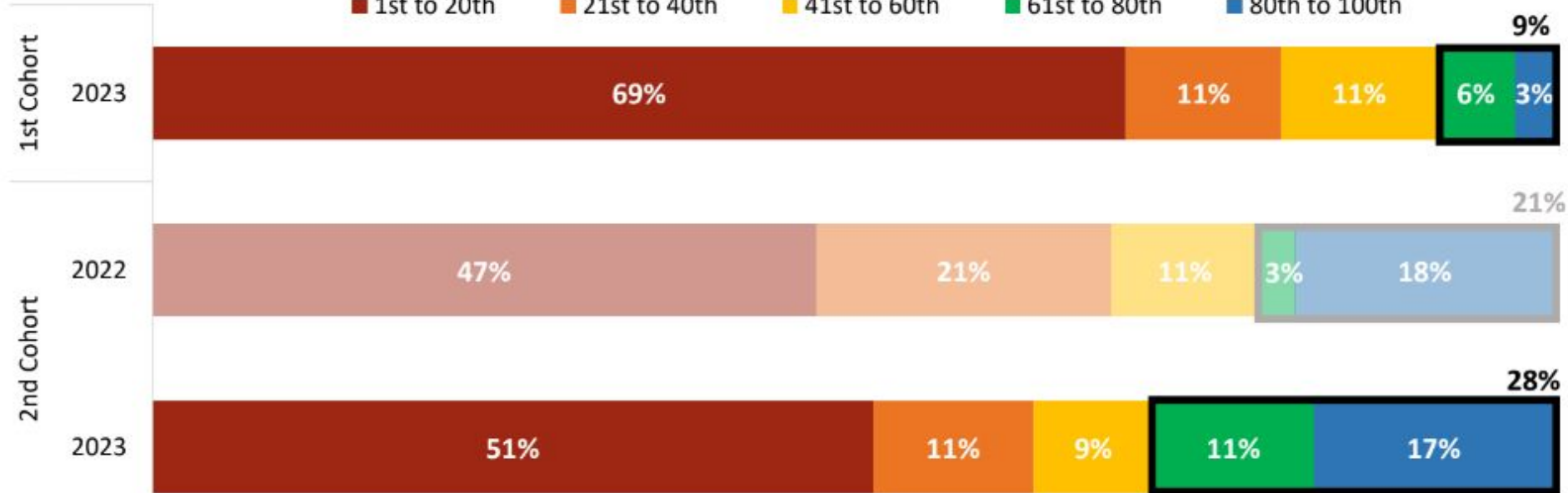
■ 1st to 20th

■ 21st to 40th

■ 41st to 60th

■ 61st to 80th

■ 80th to 100th



Math Professional Development Action Steps

- Improve implementation of the following instructional strategies through schoolwide professional development and job-embedded coaching:
 - Formative assessment (during and after the lesson)
 - Instructional feedback
 - Number Talks
 - 3 Act Tasks
- Create observation tools related to the implementation of the identified strategies to provide coaching feedback and facilitate self-assessment

Math Professional Development Action Steps

- Analyze student work in all observation debriefs
- Provide support with unit planning & data-driven decision making
- Analyze NWEA data to establish pre-unit baseline and create post-unit growth goal for each student
- Develop proficiency scales to support the action step above
- Plan math intervention and enrichment at the unit level
- Utilize co-teaching in primary grades to provide push-in literacy interventions

Math Professional Development Action Steps

- Track formative assessment data (SLO Math Tracker) and use protocols to monitor and adjust instruction, as well as monitor student progress toward the post-unit growth goal
- Engage in twice/month Math Meetings (Instructional Coach/AP & Teachers) to analyze formative assessment data and implement instructional adjustments
- Monitor SLO Math Tracker data (Instructional Leadership Team) to inform professional development needs (schoolwide and differentiated)

AFIA's Strategic Implementation Plan

Continue to build teacher capacity to engage in data analysis to drive instructional practices.

- Teachers will engage in ongoing data analysis with the support of their instructional coach. Protocols will be utilized for reviewing evaluate data, NWEA data, formative data, etc.
- Instructional coaches will engage in math meetings with their teams

Continue to analyze benchmark data (NWEA, Evaluate math pre and post unit data, student work) to differentiate and enrich instruction for students who are below, at and above grade level.

- Engage in data-driven instruction through the implementation and evaluation of pre/post unit assessments for math
- Engage in data-driven instruction through review of daily formative assessments for math
- Analyze NWEA data to differentiate instruction/ provide enrichment for performing at or above grade level
- Analyze Evaluate data to differentiate grade level instruction/provide enrichment for performing at or above
- Engage in regular student work analysis to refine teaching practices and evaluate student progress against success criteria.

By 2023/2024, and annually, evaluate the effectiveness of our written curriculum and implement revisions.



Performance Contract 2022 – 2027 - July 2023 Update

Goal: Academics	Status 22-23
<p>Goal 1 ELA: Annually, there will be a 2.5% decrease in the percentage of students who are in the Below Basic category on the English Language Arts (ELA) MAP.</p>	<p>Individual student data recently released to DRC platform - currently analyzing data</p>
<p>Goal 1 Math: Annually, there will be a 3.7% decrease in the percentage of students who are in the Below Basic category on the Math MAP test.</p>	<p>Individual student data recently released to DRC platform - currently analyzing data</p>
<p>Goal 2 ELA: AFIA will earn an NCE score of greater than 50 using Missouri's NCE model.</p>	<p>Data not released by state yet.</p>
<p>Goal 2 Math: AFIA will earn an NCE score of greater than 50 using Missouri's NCE model.</p>	<p>Data not released by state yet.</p>
<p>Goal 3 ELA: Over 50% of students in 1st and 2nd grade will meet or exceed their projected RIT growth on the NWEA primary reading assessment.</p>	<p>Goal Not Met 1st: 29% 2nd: 48% Overall: 40%</p>
<p>Goal 3 Math: Over 50% of students in 1st and 2nd grade will meet or exceed their projected RIT growth on the NWEA primary mathematics assessment.</p>	<p>Goal Not Met 1st: 18% 2nd: 48% Overall: 33%</p>

Goal: Instructor/Teacher Quality	
Goal 1 Demonstration of Learning: Over 80% of AFIA teachers who have completed at least two years of teaching at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.	Goal Not Met: 67%
Goal 1 Arts Integration: Over 80% of AFIA teachers who have two or more years of experience at AFIA, will score a Proficient Score in the area of Arts Integration on the Arts Integration Rubric created by AFIA (modeled after the TNTP rubric and arts integration checklist and created through the pilot we implemented over the 2019-2021 school years).	Goal Not Met (but close): 78%
Goal 2: Over 80% of teachers who score Proficient on the Demonstration of Learning rubric will be retained each year.	Goal Met: 83%
Family Engagement	
Goal 1: Over 80% of AFIA families will participate in family teacher conferences (held in October and February)	Goal Met October: 88% February: 84%
Goal 2: Scores on the family post conference survey will be over 80% favorable (agree or strongly agree) on at least 80% of the questions.	Goal Met: 100%
Goal 2: Family participation rates on the survey will exceed 50%.	Goal Met: 57%
Social Emotional	
Goal 1: Create an inclusive, safe learning environment for all students and staff, resulting in a decrease of behavior referrals by 20% from BOY to EOY. For this goal, BOY is defined as the first six weeks of school and the EOY is defined as the last six weeks of school.	Goal Not Met: Increase in behavior referrals
Goal: Instructor/Teacher Quality	
Goal 1 Board: The AFIA Board of Directors will develop a formal succession plan for the Board of Directors by August 2022.	Goal Met
Goal 1 Leadership Team: The AFIA Board of Directors will develop a formal succession plan for the AFIA Leadership team by August 2023.	In process: On track to meet

Goal 2: 80% of the Board of Directors will attend 80% of the meetings.	Goal Met: 88%
Goal 3: Goal 3: Once a year, the Board of Directors will: <ul style="list-style-type: none"> • Self-assess their effectiveness • Identify and agree upon no less than two strength areas and two growth areas <ul style="list-style-type: none"> ○ Develop measurable goals based on the growth areas 	Goal Met

Supporting Information

Academic Performance

Academic Goal 1: Missouri Assessment Program (MAP) Grade-Level Assessments:

- Annually, there will be a 2.5% decrease in the percentage of students who are in the Below Basic category on the English Language Arts (ELA) MAP.
- Annually, there will be a 3.7% decrease in the percentage of students who are in the Below Basic category on the Math MAP test.

Benchmarks to meeting Academic Goal 1:

Decrease in percentage of students in Below Basic

Content Area	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ELA	2.5%	2.5%	2.5%	2.5%	2.5%
Math	3.7%	3.7%	3.7%	3.7%	3.7%

DATA RELATED TO THIS GOAL WILL BE ADDED HERE

Academic Goal 2 Missouri Assessment Program (MAP) Grade-Level Assessments:

- AFIA will earn an NCE score of greater than 50 using Missouri’s NCE model.

DATA RELATED TO THIS GOAL WILL BE ADDED HERE.

Academic Goal 3: Northwestern Evaluation Association Measures of Academic Performance (NWEA MAP) Assessments

In 1st and 2nd grades:

- Over 50% of students will meet or exceed their projected RIT growth on the NWEA primary reading assessment.
- Over 50% of students will meet or exceed their projected RIT growth on the NWEA primary mathematics assessment.

Goal Not Met		
NWEA Data	Percentage of students who met or exceeded projected RIT growth	
Subject	Reading	Math
1st Grade	29%	18%
2nd Grade	48%	48%
Overall	40%	33%

Instruction/Teacher Quality Goal 1

Goal Not Met	
Instruction/Teacher Quality Goal	Data for the 2022 - 2023 school year
Goal 1: Over 80% of AFIA teachers who have completed at least two years of teaching at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.	Did not meet 67% of teachers who completed at least two years of teaching at AFIA scored a proficient score or higher in the area of Demonstration of Learning on the TNTP rubric.
Goal 1: Over 80% of AFIA teachers who have two or more years of experience at AFIA, will score a Proficient Score in the area of Arts Integration on the Arts Integration Rubric created by AFIA (modeled after the TNTP rubric and arts integration checklist and created through the pilot we implemented over the 2019-2021 school years).	Did not meet 78% of teachers who completed at least two years of teaching at AFIA scored a proficient score or higher in the area of Arts Integration on the Arts Integration Rubric created by AFIA.

Instruction/Teacher Quality Goal 2

Goal Met	
Instruction/Teacher Quality Goal	Data for the 2022 - 2023 school year
Goal 2: Over 80% of teachers who score Proficient on the Demonstration of Learning rubric will be retained each year.	83% of teachers who scored Proficient on the Demonstration of Learning rubric were retained and will be teaching at AFIA in the 2023 - 2024 school year.

Family Engagement Goal 1

- Over 80% of AFIA families will participate in family teacher conferences (held in October and February)

Goal Met	
October Data	February Data
88% of families attended family teacher conferences	84% of families attended family teacher conferences

Family Engagement Goal 2

Goal Met	
Scores on the family post conference survey will be over 80% favorable (agree or strongly agree) on at least 80% of the questions.	Family participation rates on the survey will exceed 50%.
100% of the scores on the family post conference survey were over 80% favorable (agree or strongly agree) on 100% of the questions.	There are 184 families at AFIA and 104 responded to the survey: 57% response rate

Social Emotional Learning Goal 1

- Create an inclusive, safe learning environment for all students and staff, resulting in a decrease of behavior referrals by 20% from BOY to EOY. For this goal, BOY is defined as the first six weeks of school and the EOY is defined as the last six weeks of school.

Metric: Data from the DESSA, Student Success Team, Red Flag Meeting agendas and behavioral referrals

Goal Not Met	
Weeks	Number of incidents
First six weeks	53
Last six weeks	74

Board Engagement Goal 1:

- The AFIA Board of Directors will develop a formal succession plan for the Board of Directors by August 2022.

Goal Met
This plan was included in the charter renewal document . Please see pages 23 - 28.

- The AFIA Board of Directors will develop a formal succession plan for the AFIA Leadership team by August 2023.

Goal in Process
This plan is in process and will be shared in August 2023.

- Measurement Tool/Evidence: Minutes from the meetings in which this takes place and a copy of the succession plan and supporting documents.

Board Engagement Goal 2:

- 80% of the Board of Directors will attend 80% of the meetings.
- Measurement Tool: Attendance tracked through minutes

Goal Met
Of the current board members, 88% of the Board of Directors attended at least 80% of the meetings.

Board Engagement Goal 3:

Once a year, the Board of Directors will:

- Self-assess their effectiveness
- Identify and agree upon no less than two strength areas and two growth areas
 - Develop measurable goals based on the growth areas
- Measurement Tool/Evidence: Minutes and artifacts from the meetings in which this takes place

Goal Met		
Date	Item	Important Links
Fall, 2022	Board completed the annual self-assessment (Governance profile)	
October 18, 2022	Governance Committee discussed action steps related to the governance profile	Minutes from governance meeting
October 27, 2022	Kent Peterson joined the AFIA board meeting to review the results of the governance profile with the board	Governance Profile Results Minutes from the meeting
November 3, 2022	<p>The board held a board retreat on November 3, 2022 and used the data from the Governance Profile Self-Assessment to determine the following strength and growth areas</p> <p>Strength Areas:</p> <ul style="list-style-type: none"> • Finances – The Board ensures finances are well-managed and supports financial and other initiatives necessary for continued success • Commitment – The Board is committed to the mission, the well-being of teachers, staff, students and shows up consistently and participates in meetings <p>Growth Areas:</p> <ul style="list-style-type: none"> • Diversity – the Board needs more diversity to offer different 	Minutes from the board retreat

	<p>perspectives, representation, and expertise</p> <ul style="list-style-type: none"> • Engagement – the Board needs to facilitate more opportunities to allow for engagement with staff and families 	
<p>January 26, 2023</p>	<p>The governance committee met and discussed the following goals:</p> <ul style="list-style-type: none"> a. 2022 Goals <ul style="list-style-type: none"> i. The Board completed the Governance Profile and agreed upon two strength areas and two growth areas: Diversity and Engagement <ul style="list-style-type: none"> 1. The Board is committed to building a Board of more diversity to offer different perspectives, representation and expertise <ul style="list-style-type: none"> a. The Board brainstormed several ideas of individuals and organizations that could support this goal 2. The Board is committed to facilitating more opportunities to allow for engagement with staff and families <ul style="list-style-type: none"> a. The Board brainstormed opportunities to attend events with parents/students and identified some possible resources and programs to help connect b. 2023 Goals <ul style="list-style-type: none"> i. The AFIA Board of Directors will develop a formal succession plan for the AFIA Leadership team by August 2023 <ul style="list-style-type: none"> 1. The Executive Director has a coach through Ed Fuel and will put together a plan for Board oversight and guidance c. DEI Training <ul style="list-style-type: none"> i. The Board will engage in DEI training with an external facilitator and has scheduled dates at the 	<p>Minutes from meeting</p>

	upcoming Board meetings in February, April and May	
March 28, 2023	<p>The governance committee met and discussed the following goals: Board Training</p> <ul style="list-style-type: none"> a. Goals <ul style="list-style-type: none"> i. Board Diversity <ul style="list-style-type: none"> 1. Review of ideas for individuals and organizations that could support this goal – brainstormed ideas for connecting with additional individuals ii. Family Engagement <ul style="list-style-type: none"> 1. Review of opportunities for events with parents/students and possible resources and programs to help connect – identifying final dates for Spring Fling and 10-year Celebration iii. Formal succession plan for the AFIA Leadership team (by August 2023) <ul style="list-style-type: none"> 1. The Executive Director is putting together a plan for Board oversight and guidance 2. <u>Action Item</u>: E.D. to send to the Board by May or June b. DEI Training <ul style="list-style-type: none"> i. February, April and May ii. <u>Action Item</u>: Gov. Chair to update Training Log 	Minutes from meeting
February - May, 2023	The board engaged in DEI training with an external consultant in February, April and May 2023. The board has articulated a need to diversify the board.	

**ACADEMY FOR INTEGRATED ARTS
GOVERNANCE COMMITTEE MEETING
AGENDA**

August 23, 2023
8:30 a.m. to 9:00 a.m.

Zoom Web Meeting Details

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

- I. Call to Order Call to order
- II. Formal succession plan
 - a. Emergency (unexpected leadership departure) – due August 2023
 - b. Operational-ready
 - c. Talent-ready
- III. Board Profile
- IV. Board Member Recruitment
- V. Other Business
- VI. Adjournment

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Meeting ID: 917 1862 9229

Passcode: cqvjE5

- I. Call to Order Call to order 8:32am
- II. Formal succession plan
 - a. Emergency (unexpected leadership departure) – due August 2023
 - i. Governance Committee approves Emergency Succession Plan
 - ii. **Action Items:**
 - 1. Board/AFIA Leadership Team review and update annually
 - b. Operational-ready plan to be developed
 - c. Talent-ready plan to be developed
- III. Board Profile
 - a. Launch first or second week of September
 - i. **Action Items:**
 - 1. ED – provide list of parents/staff week of 8/28
 - 2. Governance Chair – provide list of Board members week of 8/28
- IV. Board Member Recruitment
 - a. Identified a process for a one-page document outlining the specifics needed on the Board and will distribute to organizations and individuals for recruitment
- V. Other Business
 - a. Back to School Bash 9/21
 - b. Winter Luncheon 12/1
- VI. Adjournment 8:52am