

June 3, 2021

Ms. Tysie McDowell, Superintendent  
Crossroads Charter Schools  
1015 Central Street  
Kansas City, MO 64105

Dear Ms. McDowell,

Please find the attached Crossroads Charter Schools 2020-2021 Annual Oversight Report conducted by the Office of Charter Schools at the University of Central Missouri (UCM). The report includes: the background and purpose of the report, a summary of reviews conducted throughout the school year, and detailed site reviews from all areas of charter school sponsor oversight. The summary section allows an immediate check of the overall progress of the school, leaving time for a purposeful analysis of the detailed site reviews to assist you, the Crossroads Charter Schools Board of Directors, and the schools' administrative teams in making data-informed decisions.

In accordance with Missouri statute 160.405.6, "The sponsor and the governing board and staff of the charter school shall jointly review the school's performance, management and operations during the first year of operation and then every other year", the UCM 2020-2021 Annual Oversight Report will be sent to you and your Board president electronically. This report evaluates the school's student academic performance, governance, financial operations, and school administration and operations, as well as its adherence to the mission and goals stated in the charter. Review team members identified strengths and offered recommendations in different areas. School officials are encouraged to use the information in school improvement efforts. While not required, the Crossroads Charter Schools governing board and/or school officials may respond in writing to the report. Written responses received from the school will be attached to or embedded in the report for future reference. A copy of the final report will be added to the UCM Charter Schools website and sent to the Missouri Department of Elementary and Secondary Education.

If you would prefer an official presentation of the 2020-2021 UCM Annual Oversight Report at a regularly scheduled board meeting, please contact me at [vhughes@ucmo.edu](mailto:vhughes@ucmo.edu) to schedule a time with the Crossroads Charter Schools Board of Directors. If questions arise with the report or if I may provide further assistance, please contact me.

Respectfully,

Victoria Hughes  
Director

cc via email: Ann McCoy, Interim Dean, College of Education  
Greg Valdovino, President, Crossroads Charter Schools, Board of Directors  
Rachel Uptergrove, Missouri Department of Elementary and Secondary Education

Crossroads Charter Schools  
2020-2021 Annual Oversight Report  
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<b>Annual Oversight Review Summary</b>				
<b>School:</b>		<b>Crossroads Charter Schools</b>		
<b>School Year:</b>		<b>2020-2021</b>		
<b>Academic Performance PART 1 Academic Achievement</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
<b>LEA</b>				
1.1 The school meets MSIP 5 annual performance indicators (APR) (1)	0	0	0	1
1.2 Student Achievement Levels Over Time – Status (7)	0	0	0	7
1.3 School Improvement Over Time – Progress (1)	0	0	0	1
1.4 Student Achievement Over Time - Growth (3)	0	0	0	3
1.5 Student Engagement (4)	0	1	1	2
<b>Preparatory Academy</b>				
1.1 The school meets MSIP 5 annual performance indicators (APR) (1)	0	0	0	1
1.2 Student Achievement Levels Over Time – Status (7)	0	0	0	7
1.3 School Improvement Over Time – Progress (1)	0	0	0	1
1.4 Student Achievement Over Time - Growth (3)	0	0	0	3
1.5 Student Engagement (4)	0	2	0	2
<b>Quality Hill</b>				
1.1 The school meets MSIP 5 annual performance indicators (APR) (1)	0	0	0	1
1.2 Student Achievement Levels Over Time – Status (7)	0	0	0	7
1.3 School Improvement Over Time – Progress (1)	0	0	0	1

1.4 Student Achievement Over Time - Growth (3)	0	0	0	3
1.5 Student Engagement (4)	0	1	1	2
<b>Central Street</b>				
1.1 The school meets MSIP 5 annual performance indicators (APR) (1)	0	0	0	1
1.2 Student Achievement Levels Over Time – Status (7)	0	0	0	7
1.3 School Improvement Over Time – Progress (1)	0	0	0	1
1.4 Student Achievement Over Time - Growth (3)	0	0	0	3
1.5 Student Engagement (4)	0	0	2	2
<b>PART 2 Data Collection, Analysis, and Maintenance</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
2.1 The school effectively collects, analyzes and stores data. (8)	0	0	8	0
<b>Part 3 Curriculum</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
3.1 Vertical Curriculum Continuity (7)	0	0	7	0
3.2 Horizontal Curriculum Continuity (10)	0	3	7	0
3.3 Instruction Based on Curriculum (11)	0	3	8	0
3.4 Curriculum Priority (4)	0	1	3	0
3.5 Positive Human Relations (6)	0	1	5	0
3.6 Planned Change (3)	0	2	1	0
3.7 High School Information (2)	0	0	2	0
<b>Part 4 Plans for Student Success</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
4.1 Strategic/School Improvement Plan (8)	0	0	8	0
4.2 Professional Development Plan (9)	0	0	9	0
4.3 Technology Plan (7)	0	2	4	1
4.4 Title Plans (3)	0	0	3	0

4.5 Facilities Maintenance Plan (4)	0	0	4	0
4.6 Assessment Plan (5)	0	0	5	0
<b>School Governance Part 5 Board Governance</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
5.1 The School Board operates legitimately and in the best interest of its students and mission. (9)	4	1	4	0
5.2 Meetings are regularly scheduled and appropriately conducted. (9)	0	0	9	0
5.3 Governance records and documentation are appropriately kept and maintained.(6)	2	0	4	0
5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities. (4)	0	0	4	0
<b>Part 6 Board Policy</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
6.1 Board policy deficits from last year have been developed or revised as needed. (1)	0	0	1	0
6.2 Policies required by statutes or UCM have been developed and are followed. (12)	0	0	10	2
6.3 Board policies are reviewed annually, communicated, and easily accessible. (4)	0	1	3	0
<b>Financial Operations Part 7 Financial Operations</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
7.1 Fiscal records are appropriately maintained.(4)	0	0	4	0
7.2 The school operates in a fiscally sound and appropriate manner.(9)	0	0	8	1
7.3 Required fiscal reports and audits are	2	1	5	1

completed appropriately and timely submitted. (9)				
7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school. (7)	2	0	4	1
<b>School Administration and Operations Part 8 Facilities</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
<b>Preparatory Academy</b>				
8.1 Proper planning and inspections are in place to ensure long-term safety and functionality. (7)	0	0	6	1
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process. (16)	0	0	16	0
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community. (9)	0	0	8	1
8.4 Procedures are in place to ensure safety. (11)	0	0	10	1
<b>Quality Hill</b>				
8.1 Proper planning and inspections are in place to ensure long-term safety and functionality. (7)	0	0	6	1
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process. (16)	0	0	16	0
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community. (9)	0	0	8	1
8.4 Procedures are in place to ensure safety. (11)	0	0	10	1
<b>Central Street</b>				

8.1 Proper planning and inspections are in place to ensure long-term safety and functionality. (7)	0	0	6	1
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process. (16)	0	0	16	0
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community. (9)	0	0	9	0
8.4 Procedures are in place to ensure safety. (11)	0	0	11	0
<b>Part 9 Personnel and Payroll</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
9.1 Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff. (12)	0	1	11	0
<b>Part 10 Required Training and Drills</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
10.1 Students and/or staff participate in appropriate drills and training. (23)	3	1	19	0
<b>Part 11 Student Enrollment and Records</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
11.1 Student enrollment procedures and recording keeping are appropriately conducted and maintained. (23)	0	0	23	0
<b>Part 12 Special Education</b>	<b>Not Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Not Applicable / Required</b>
12.1 Initial File Review (15)	0	0	15	0
12.2 Reevaluation File Review (7)	0	0	7	0
12.3 Individual Education Plan (IEP) (15)	0	0	15	0

12.4 Transfer File Review (6)	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>
12.5 Transition (12)	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>
12.6 Discipline (3)	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>



<b>Part 1: Academic Achievement Review</b>						
<b>Reviewed by:</b>		<b>Bruce Hensel</b>				
<b>Review Date(s):</b>		<b>November 20, 2020</b>				
<b>Section</b>	<b>1.1 Annual Performance Report (APR)</b>	<b>Status LEA</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>
1.1	The school meets MSIP 5 annual performance indicators (APR). Met: 70% to 100% Partially Met: 50% to 69% Not Met: 49% or below	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
<b>Section</b>	<b>1.2 Student Achievement Levels Over Time - Status</b>	<b>Status LEA</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>
1.2.1	Students will generate a higher MAP Index score than the KCPS on a majority of the required assessments.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.2.2	Students will generate a higher MAP Index score than KCPS peer schools on a majority of the required assessments.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.2.3a	Students will show proficiency in MAP ELA. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	

1.2.3b	Students will show proficiency in MAP Mathematics. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.2.3c	Students will show proficiency in MAP Science. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.2.3d	Students will show proficiency in MAP Social Studies. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.2.4	Students met target on in-house measures of achievement as per contract goals.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
<b>Section</b>	<b>1.3 School Improvement Over Time - Progress</b>	<b>Status LEA</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>
1.3.1	Students will generate "Progress Points" within the building APR calculations.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
<b>Section</b>	<b>1.4 Student Achievement Over Time - Growth</b>	<b>Status LEA</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>

1.4.1	School will earn “Growth” points as calculated for MSIP 5 APR. Met: 70% to 100% Partially Met: 50% to 69% Not Met: 49% or below	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.4.2a	Students will improve in ELA as measured by nationally normed assessment. Met: 70% to 100% Partially Met: 50% to 69% Not Met: 49% or below	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	This indicator was not included in the evaluation, because education researchers expected below average student growth in 2020, because of the transition to virtual instruction in the fall and spring in response to the COVID pandemic. Nevertheless, 59% of LEA students had above average fall-to-fall growth in reading.
1.4.2b	Students will improve in Math as measured by nationally normed assessment. Met: 70% to 100% Partially Met: 50% to 69% Not Met: 49% or below	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	This indicator was not included in the evaluation, because education researchers expected below average student growth in 2020, because of the transition to virtual instruction in the fall and spring in response to the COVID pandemic. Nevertheless, 44% of LEA students had above average fall-to-fall growth in math.
<b>Section</b>	<b>1.5 Student Engagement</b>	<b>Status LEA</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>
1.5.1	Students will meet established attendance goals.	<b>Partially Met</b>	<b>Partially Met</b>	<b>Met</b>	<b>Met</b>	
1.5.2	School will meet established student retention goals.	<b>Met</b>	<b>Partially Met</b>	<b>Partially Met</b>	<b>Met</b>	

1.5.3	School will meet established graduation rate.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
1.5.4	School will meet established goals for post-secondary indicators.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	
	<b>Part 1 General Comments/Recommendations:</b>					

<b>Part 2: Data Collection, Analysis and Maintenance Review</b>			
<b>Reviewed by:</b>		<b>Bruce Hensel</b>	
<b>Review Date(s):</b>		<b>November 20, 2020</b>	
<b>Section</b>	<b>2. 1 The School has effectively and systematically gathered student achievement data applicable to the academic performance indicators outlined in the agreement.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
2.1.1	Are the data appropriately disaggregated and analyzed to determine the degree the school has achieved the academic performance indicators outlined in the charter agreement?	<b>Met</b>	Standardized assessment data from the NWEA and DESE MAP tests are maintained in a data warehouse. The data maintained is sufficient to analyze the academic performance indicators.
2.1.2	What longitudinal data are being collected, analyzed, and maintained?	<b>Met</b>	MAP, NWEA, Lexia reading assessment, attendance, retention, and parent satisfaction survey
2.1.3	Provide evidence that student specific data are being collected, analyzed, and maintained.	<b>Met</b>	Teachers maintain academic trackers for each student with comprehensive assessment data. Instructional targets are generated for each student. The MAP and EOC Predictor tools have student specific longitudinal data from NWEA and DESE MAP tests, as well as predictions for this year's state assessment. Course completion is also being tracked in conjunction with virtual instruction.
2.1.4	Provide evidence that academic performance data and results are presented in a straightforward and logical manner.	<b>Met</b>	The academic tracker is comprehensive and logically organized.
2.1.5	Describe the process that performance data are shared with staff.	<b>Met</b>	Data teams meet twice per month with school leaders to review student performance data. The teams are grade level aligned at the elementary schools and content area aligned at CPA and supported by the building instructional coaches. The teams review NWEA, and check-in (Mastery Connect) data.

2.1.6	What curriculum or instructional revisions have been made over the past year due to the school's performance data?	Met	Professional development has been appropriately focused on virtual instruction. Specific areas of emphasis include: a. Working with virtual math manipulatives; b. Grouping and scheduling of small groups; and c. Virtual instruction engagement.
2.1.7	<p>Provide evidence the data are collected and maintained as institutional data for the school.</p> <p>a. Data collection and analysis are components of a board approved position with written job description.</p> <p>b. Data collection is maintained on an institutional computer with appropriate backup and security components in place</p> <p>c. Data analyses are regularly submitted to and reviewed by the governing board</p>	Met	<p>a. A Data and Technology Manager position providing support for the LEA has been staffed this year. b. The LEA contracts for IT services, which includes systemic backup. The assessment data is maintained by the LEA's vendor with multiple backups. Current assessment data files are shared with the LEA via a Google drive. c. A data dashboard is shared with the board.</p>
2.1.8	<p>Data are submitted to Core Data/MOSIS by due dates.</p> <p>(1 report missing the due date = Partially Met, &gt;1 report missing the due date = Not Met.)</p>	Met	<p>All reports were submitted by the due date.</p>
<b>Part 2 General Comments/Recommendations:</b>			
<p>The Data and Technology Manager is providing user-friendly tools to instructional leaders to help them readily analyze assessment data and use results to inform instruction.</p>			

<b>Part 3: Curriculum Review</b>			
<b>Reviewed by:</b>		<b>Tysie McDowell</b>	
<b>Review Date(s):</b>		<b>2020-2021 School Year</b>	
<b>Section</b>	<b>3.1 Vertical Curriculum Continuity</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.1.1	Curriculum Housing	<b>Met</b>	
3.1.2	Curriculum Map Use	<b>Met</b>	
3.1.3	Vertical Articulation	<b>Met</b>	
3.1.4	Priority Standards	<b>Met</b>	
3.1.5	Curriculum Overlap and Gaps	<b>Met</b>	
3.1.6	Missouri Learning Standards or Common Core State Standards	<b>Met</b>	
3.1.7	Unpacking Standards	<b>Met</b>	
<b>Section</b>	<b>3.2 Horizontal Curriculum Continuity</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.2.1	Curriculum Appropriateness	<b>Met</b>	
3.2.2	High Expectations for Students	<b>Met</b>	
3.2.3	Alignment of Curriculum, Assessment and Pedagogy	<b>Partially Met</b>	
3.2.4	Depth of Knowledge	<b>Met</b>	
3.2.5	Lesson Objectives (I Can Statements)	<b>Partially Met</b>	
3.2.6	Student Skills	<b>Met</b>	
3.2.8	Rigor of Assessments	<b>Met</b>	
3.2.9	Use of Data	<b>Partially Met</b>	
3.2.10	Cross-Curricular Components	<b>Met</b>	
<b>Section</b>	<b>3.3 Instruction Based on Curriculum</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.3.1	Lesson Planning	<b>Partially Met</b>	
3.3.2	Lesson Structure	<b>Met</b>	
3.3.3	Lesson Activities Aligned to Learning Objectives	<b>Partially Met</b>	
3.3.4	Demonstrations of Learning (DOLs)/Checks for Understanding	<b>Met</b>	

3.3.5	Quality of Learning Experiences	Met	
3.3.6	Activities and Materials	Met	
3.3.7	Differentiation	Partially Met	
3.3.8	Cultural Awareness	Met	
3.3.9	Instructional Grouping	Met	
3.3.10	Community Connections	Met	
3.3.11	Technology Integration	Met	
<b>Section</b>	<b>3.4 Curriculum Priority</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.4.1	Providing Resources	Met	
3.4.2	Resource Training	Partially Met	
3.4.3	Budget Allocation for Instructional Resources	Met	
3.4.4	Curriculum Development	Met	
<b>Section</b>	<b>3.5 Positive Human Relations</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.5.1	Internal Feedback to Staff	Met	
3.5.2	Stakeholder Engagement	Partially Met	
3.5.3	Staff Collaboration	Met	
3.5.4	Staff Collaboration Expectations	Met	
3.5.5	School Professional Development Plans	Met	
3.5.6	Teacher Professional Development Plans	Met	
<b>Section</b>	<b>3.6 Planned Change</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.6.1	School/LEA Improvement Plan or Action Plan with Goals	Partially Met	
3.6.2	Data Driven Decision Making	Met	
3.6.3	Monitoring of Curriculum at Site Level	Partially Met	
<b>Section</b>	<b>3.7 High School Curriculum Requirements</b>	<b>Status</b>	<b>Comments/Recommendations</b>
3.7.1	The charter school ensures that all pupils (during the pupil's four years of high school) receive 30 minutes of cardiopulmonary resuscitation	Met	Per assurance checklist.



	instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. Instruction is to be included in the charter school's existing health or physical education curriculum.		
3.7.2	The charter school ensures that each high school distributes to its students the information on critical need occupations as provided by the Missouri Department of Elementary and Secondary Education each year before November 1st.	<b>Met</b>	Per assurance checklist.
	<b>Part 3 General Comments/Recommendations:</b>		
	2020-2021 self evaluation		

<b>Part 4: Plans for Student Success Review</b>			
<b>Reviewed by:</b>		<b>Mike Ringen/UCM Office of Charter Schools</b>	
<b>Review Date(s):</b>		<b>May 24, 2021</b>	
<b>Section</b>	<b>4.1 Strategic/School Improvement Plan</b>	<b>Status</b>	<b>Comments/Recommendations</b>
4.1.1	A Strategic / School Improvement Plan is in place.	<b>Met</b>	
4.1.2	All appropriate stakeholders were involved in the development of the strategic plan.	<b>Met</b>	
4.1.3	The plan was built on a multiple year implementation (3-5 years).	<b>Met</b>	Presently in 3rd year of the plan.
4.1.4	The mission/vision was revisited and approved by the Board at the time of the plan.	<b>Met</b>	
4.1.5	A SWOT analysis or improvement assessment was completed to help drive the plan.	<b>Met</b>	
4.1.6	The plan uses SMART goals: Specific, Measurable, Attainable, Relevant, and Time-Bound.	<b>Met</b>	
4.1.7	A process for implementing the plan is in place.	<b>Met</b>	
4.1.8	Your goals/milestones are well defined and have indicators that measure your degree of completion.	<b>Met</b>	
<b>Section</b>	<b>4.2 Professional Development Plan</b>	<b>Status</b>	<b>Comments/Recommendations</b>
4.2.1	There is a Professional Development Plan in Place.	<b>Met</b>	Used the same plan as in 2019-2020
4.2.2	The Professional development plan is an outgrowth of the strategic plan.	<b>Met</b>	
4.2.3	The charter school ensures that all educators complete a minimum of 15 contact hours of professional development annually.	<b>Met</b>	
4.2.4	The development of the professional	<b>Met</b>	

	development plan had input from stakeholders and uses data from student learning.		
4.2.5	There are provisions in your Professional Development plan for meeting the needs of individual teachers.	<b>Met</b>	
4.2.6	The Professional Development Plan supports the need to scaffold learning for teachers over time.	<b>Met</b>	
4.2.7	Adequate funding has been set aside in the annual budget to support Professional Development.	<b>Met</b>	
4.2.8	The elements of the plan are based on best practice.	<b>Met</b>	
4.2.9	A separate and specific Dyslexia Plan exists and is in compliance with state statutes and regulations.	<b>Met</b>	
<b>Section</b>	<b>4.3 Technology Plan</b>	<b>Status</b>	<b>Comments/Recommendations</b>
4.3.1	A Technology Plan is in place.	<b>Partially Met</b>	The plan is in place, but has not been updated.
4.3.2	The technology plan is an outgrowth of the strategic plan.	<b>Met</b>	
4.3.3	Appropriate stakeholders were involved in creating the plan and there is teacher buy-in into the goals set up in the plan.	<b>Met</b>	As per explanation in the 2019-2020 review.
4.3.4	The budget adequately supports the technology plan.	<b>Met</b>	The budget supported the 1:1 devices:student ratio. Distance learning staff trainings were also included in the budget.
4.3.5	There is an evaluation of software and hardware usage by both students and teachers.	<b>Partially Met</b>	No evaluation sent. If there was an evaluation and a copy is sent to the UCM Office of Charter Schools, this indicator will be MET.
4.3.6	Training for technology is included in your Professional Development Plan.	<b>Met</b>	Several trainings were tied to technology including: Mastery Connect (standards based grading platform), Data Teams (analyzing data from various instructional platforms), Zoom/virtual instructional strategies.

4.3.7	The school utilizes e-rate as a funding source when appropriate.	<b>Not Applicable /Required</b>	Unknown. If documentation is sent to substantiate that e-rate is used, this indicator will be MET.
<b>Section</b>	<b>4.4 Title Plans</b>	<b>Status</b>	<b>Comments/Recommendations</b>
4.4.1	Appropriate Title Plan(s) are in place.	<b>Met</b>	
4.4.2	Title plans are filed online with DESE.	<b>Met</b>	
4.4.3	One person is responsible for submitting each plan to DESE.	<b>Met</b>	Tysie McDowell
<b>Section</b>	<b>4.5 Facilities Maintenance Plan</b>	<b>Status</b>	<b>Comments/Recommendations</b>
4.5.1	There is a Facilities Maintenance Plan in place.	<b>Met</b>	
4.5.2	A building assessment is conducted on a regular basis.	<b>Met</b>	Partnership with MC Realty involves continuous assessment of our facilities. <a href="https://drive.google.com/file/d/1xCwh2NY1fn-Y9nsHqmxgw1nn41hvVH8x/view?usp=sharing">https://drive.google.com/file/d/1xCwh2NY1fn-Y9nsHqmxgw1nn41hvVH8x/view?usp=sharing</a>
4.5.3	There is a plan for anticipated growth or decline in student enrollment.	<b>Met</b>	Recruitment is ongoing, there are waitlists annually in certain grade levels.
4.5.4	The facilities plan reviews and analyzes the following: 1. Building Site (Topography, drainage, retaining walls, paving, curbing, lighting) 2. Building Envelope (Windows and Walls) 3. Structural (Foundation and Framing) 4. Interior Elements (Stairways, hallways, common areas) 5. Roofing Systems. 6. Mechanical Systems (Heating, Ventilation, and Air Conditioning) 7. Plumbing.	<b>Met</b>	
<b>Section</b>	<b>4.6 Assessment Plan</b>	<b>Status</b>	<b>Comments/Recommendations</b>
4.6.1	There is an Assessment Plan in place.	<b>Met</b>	
4.6.2	The assessment plan outlines the dates and times for all testing.	<b>Met</b>	
4.6.3	The assessment plan reflects the goals of the strategic plan.	<b>Met</b>	
4.6.4	The assessment plan details how data is used by staff.	<b>Met</b>	
4.6.5	Assessments are aligned to the school's curriculum and to MO standards.	<b>Met</b>	

	<b>Part 4 General Comments/Recommendations:</b>		

<b>Part 5: Board Governance Review</b>			
<b>Reviewed by:</b>		<b>Mike Ringen and Vici Hughes</b>	
<b>Review Date(s):</b>		<b>March 1, 2021</b>	
<b>Section</b>	<b>5.1 The School Board operates legitimately and in the best interest of its students and mission.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
5.1.1	Throughout the calendar year, attendance rate at individual board meetings is at a minimum of 75%.	<b>Met</b>	
5.1.2	The proper number of members are on the board as noted in the bylaws/policies/contract with the University of Central Missouri.	<b>Not Met</b>	CCS bylaws state 7-15 members will make up the CCS Board. Currently, five board members are on the CCS Board: Greg Valdovino, Jeffery Williams, Chris Brenner, Phyllis Hardwick, and Latrina Collins.
5.1.3a	There is documentation that the board reviews its strategic plan annually, which includes evidence of evaluating each overarching goal and either maintaining current goals or making revisions as the board deems necessary.	<b>Not Met</b>	No evidence in the board minutes that there was a review of the strategic plan, evaluating progress, or making any necessary revisions.
5.1.3b	There is documentation that the board receives input from entities beyond the board itself when reviewing the strategic plan.	<b>Partially Met</b>	Information from staff indicates the strategic plan was created as a long-term plan and received family and staff input at the time of creation. Recommendation: when the CCS Board reviews the strategic plan in the future, indicate in Board minutes who was involved.
5.1.4	Written statement from lead school administrator that during the past 12 months the school has been in compliance with all state and federal school law. Documentation of any areas of noncompliance must be provided.	<b>Met</b>	UCM will verify (assurance checklist).
5.1.5	Documentation provided for board member training: 8 hours for 1st-year board members and 4 hours for all others during the past 12 months.	<b>Not Met</b>	No information available.

5.1.6	The board received 2 ½ hours of initial training (one hour training in subsequent years) on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.	<b>Not Met</b>	No information available.
5.1.7	Board actively seeks and includes parental and community involvement in its governance according to charter. Documentation of a minimum of three instances of actively seeking this involvement must be provided.	<b>Met</b>	Public Forums. Town Hall meeting. Q and A's at board meetings. Communications about reopening plans, etc.
5.1.8	School board members' Family Care Safety Registry reports and Background Checks are complete and kept on file.	<b>Met</b>	(UCM will verify.)
<b>Section</b>	<b>5.2 Meetings are regularly scheduled and appropriately conducted.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
5.2.1	There are at least 10 regular meetings of the Board.	<b>Met</b>	
5.2.2	Board meeting are posted in sufficient time and include a tentative agenda. (Dated notice of meeting and agenda for each of the past 12 months should be provided as documentation.)	<b>Met</b>	
5.2.3	The president of the board and the executive are both involved in board meeting planning.	<b>Met</b>	Email for January 2021 board meeting sent to other school administrators asking for input and then meeting scheduled with board president to confirm agenda items. The conclusion made is that this will become an ongoing, monthly procedure.
5.2.4	Minutes include a record of names of board members attending and names of board members absent.	<b>Met</b>	
5.2.5	Action is taken with motions, seconds and votes.	<b>Met</b>	
5.2.6	There is a roll-call vote to enter a closed session and a roll call vote to return to open meeting.	<b>Met</b>	Recommendation: Add to minutes that the CCS Board took a role call vote during the closed session to come back into open session and provide the rolle call results.
5.2.7	Minutes for closed sessions are kept, are confidential, and are securely	<b>Met</b>	Crossroads Charter Schools holds all closed session minutes in a folder on the

	maintained separate from the open session minutes.		drive. This folder can only be accessed by a few leaders from the Organization. A screenshot of the drive showing the folder was observed by the reviewer.
5.2.8	The board conducts business in compliance with Missouri Sunshine Law.	<b>Met</b>	
5.2.9	A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum without rescheduling.)	<b>Met</b>	
<b>Section</b>	<b>5.3 Governance records and documentation are appropriately kept and maintained.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
5.3.1	The school has made board minutes available to the public. (If not available on their website, list where they are available.)	<b>Not Met</b>	All of Crossroads Charter Schools Board meeting minutes can be accessed on our website by clicking the link just below "Meeting Agendas and Minutes."
5.3.2a	Board minutes are developed by a staff member or consultant (not a board member)	<b>Met</b>	
5.3.2b	Board minutes are maintained in an organized, consistent manner by the same individual.	<b>Met</b>	
5.3.3	Board minutes are current.	<b>Met</b>	
5.3.4	Board minutes are complete.	<b>Met</b>	
5.3.5	Deficient findings from last years' UCM review have been corrected.	<b>Not Met</b>	Can only be met or not met. *No information provided that addresses deficiencies from previous years. Deficit findings from last year: -
<b>Section</b>	<b>5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
5.4.1	There is specific evidence in board agendas and minutes that the board has focused on the governance of the school. The following items will be used as documentation as found in the minutes:	<b>Met</b>	Very little discussion identified in the minutes that involved overall goals and outcomes or long-term planning other than facilities. Due to COVID restrictions in testing, there were no test data to review. However, leadership presented



	a. overall goal discussion; b. overall outcomes monitoring; c. evaluation of the lead administrator; d. long-term planning; e. budget discussion and approval; f. ongoing fiscal updates; g. ongoing personnel updates; and h. instruction /student achievement reports.		monthly to board, student achievement and changes to reopening plans were discussed and reviewed to make strategic decisions at each board meeting.
5.4.2	There is no evidence of any conflict of interest in board decisions.	<b>Met</b>	
5.4.3	If applicable, staff and teacher salary schedules or guidelines are approved by the board.	<b>Met</b>	New compensation philosophy/salary schedules were board approved in March 2020.
5.4.4	The board approves school staffing as per the annual organizational chart.	<b>Met</b>	Examples of reports/discussions about staff and teachers as well as school leadership.
	<b>Part 5 General Comments/Recommendations:</b>		

<b>Part 6: Board Policy Review</b>			
<b>Reviewed by:</b>		<b>Mike Ringen</b>	
<b>Review Date(s):</b>		<b>March 1, 2021</b>	
<b>Section</b>	<b>6.1 Board policy deficits from last year have been developed or revised as needed.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
6.1.1	Policies marked as Partially Met or Not Met from last year have been reviewed or revised and approved by the board, as documented in board minutes.	<b>Met</b>	No deficiencies in section 6 for Crossroads in 2019-2020.
<b>Section</b>	<b>6.2 Policies required by statutes or UCM have been developed and are followed.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
6.2.1a	A policy for bid process exists.	<b>Met</b>	Appendix N
6.2.1b	The policy regarding a bid process is followed, as exhibited in documentation provided for each level identified in the policy.	<b>Met</b>	Crossroads Charter Schools engaged in the RFP process for Pupil Transportation in 2020-2021. The RFP was published in the newspaper as well as on our website. We received 3 bids and completed a Vendor Selection and Scoring rubric to make a decision. A current bid for food services is on the webiste.
6.2.2a	A policy regarding borrowed funds exists.	<b>Met</b>	Appendix L
6.2.2b	The policy regarding borrowed funds is followed, as exhibited in documentation provided for the 2020 calendar year of showing any funds borrowed for any reason.	<b>Met</b>	No funds were borrowed in calendar yaer 2020.
6.2.3a	A policy for personnel evaluations, certified and support staff, if applicable, exists.	<b>Met</b>	Appendix H
6.2.3b	The policy for personnel evaluations is followed, as exhibited in documentation provided. Documentation provided should include an evaluation schedule and three sample, current, completed evaluations for the current school year	<b>Met</b>	<a href="https://docs.google.com/document/d/1hEo0TH3ljsS9cazy5o6OcSywnqSgYhFHkEB3ekjZT7Q/edit?usp=sharing">https://docs.google.com/document/d/1hEo0TH3ljsS9cazy5o6OcSywnqSgYhFHkEB3ekjZT7Q/edit?usp=sharing</a>

	with all personal details removed.		
6.2.4a	A policy for writing checks and paying bills exists.	<b>Met</b>	This new indicator will only be ranked as Met or NA for the 2020-2021 school year. The indicator may be rated as Met, Partially Met, or Not Met in 2021-2022. Appendix B
6.2.4b	The policy for writing checks and paying bills is followed, as exhibited in documentation provided of five actual transactions of the purchase order, invoice, and bill payment process.	<b>Met</b>	<a href="https://docs.google.com/document/d/1xW0r_hkdY0sy3m-Si3Qkq_5-TRF6CmS0VmEX0ybh9tk/edit?ts=60df8deb">https://docs.google.com/document/d/1xW0r_hkdY0sy3m-Si3Qkq_5-TRF6CmS0VmEX0ybh9tk/edit?ts=60df8deb</a> <a href="https://docs.google.com/document/d/1ZNXTpRkyxNYqiJrX5F7gWKz6rfreujBjfS49vSS5nPM/edit">https://docs.google.com/document/d/1ZNXTpRkyxNYqiJrX5F7gWKz6rfreujBjfS49vSS5nPM/edit</a>
6.2.4c	The school uses a bank account(s) controlled by the charter board of directors. If there is more than one bank account, list each account that exists for the school.	<b>Not Applicable /Required</b>	This new indicator will only be ranked as Met or NA for the 2020-2021 school year. The indicator may be rated as Met, Partially Met, or Not Met in 2021-2022.
6.2.5a	The board has adopted a written policy relating to information that the charter school will provide about former employees (certified and non-certified) to other public schools (Section 162.068, RSMo).	<b>Met</b>	
6.2.5b	The policy for providing information about school employees is followed, exhibited in a written document containing the language used in the communication with other public schools.	<b>Met</b>	<a href="https://drive.google.com/file/d/1p-T9zXudajcHQm_w3a1845IFc4xgeQpG/view">https://drive.google.com/file/d/1p-T9zXudajcHQm_w3a1845IFc4xgeQpG/view</a>
6.2.6	The charter school has adopted a policy consistent with the Missouri Student Religious Liberties Act (Section 160.2500, RSMo).	<b>Not Applicable /Required</b>	This new indicator will only be ranked as Met or NA for the 2020-2021 school year. The indicator may be rated as Met, Partially Met, or Not Met in 2021-2022.
<b>Section</b>	<b>6.3 Board policies are reviewed annually, communicated, and easily accessible.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
6.3.1	The Board has a process in place for reviewing board policies and completes a review of all board approved policies annually, as documented in board minutes.	<b>Met</b>	New or revised policies were reviewed and approved by the board as identified in board minutes on at least 3 occasions.
6.3.2	Documentation that policy changes affecting staff have been	<b>Partially Met</b>	Policies available on website, but no indications that specific policies have be

	communicated to appropriate personnel.		discussed with staff.
6.3.3	The school has made policies available to the public. (If not available on their website, list where they are available.)	Met	Website.
6.3.4	All policies revised, deleted, and/or added by the board during the 2020 calendar year have been added to the current policy manual with appropriate notation: reviewed, revised or adopted (for new policies) and the date of revision.	Met	
	<b>Part 6 General Comments/Recommendations:</b>		

<b>Part 7: Financial Operations Review</b>			
<b>Reviewed by:</b>		<b>Mike Ringen</b>	
<b>Review Date(s):</b>		<b>March 1, 2021</b>	
<b>Section</b>	<b>7.1 Fiscal records are appropriately maintained.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
7.1.1	Each month's financial report from 2020 calendar year, up through the current years' review, is available, user friendly, and organized.	<b>Met</b>	
7.1.2	School budget and year-to-date expenditures for Federal Programs documentation is in place.	<b>Met</b>	
7.1.3	Software program, external company, or other means of bill pay is provided and can be accessed upon site visit.	<b>Met</b>	Bills are paid by the district each week using licensed Anybill software.
7.1.4	Documentation of a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursements for the current calendar or fiscal year is on the school's website, which may be in the format of a searchable PDF, document, or spreadsheet. If not, then a direct link to the department of elementary and secondary education's website, which has detailed financial and budgetary information about the public school district or charter school, shall be provided on the district's website.	<b>Met</b>	<a href="http://www.crossroadsschoolskc.org/about/financial_reports">http://www.crossroadsschoolskc.org/about/financial_reports</a>
<b>Section</b>	<b>7.2 The school operates in a fiscally sound and appropriate manner.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
7.2.1	The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)	<b>Met</b>	
7.2.2	Minimum of three-year budget plan beyond the current school year is provided.	<b>Met</b>	Included in financial reports.

7.2.3	Reserves as reported on the most recent ASBR are above 10%.	<b>Met</b>	\$2,287,151.60 operating fund balance
7.2.4	The school participates in the E-Rate program.	<b>Met</b>	Can only be Met or Not Met.
7.2.5	The school receives Medicaid funds.	<b>Met</b>	\$68,600
7.2.6	The school has current liability insurance coverage and it is approved by the board annually.	<b>Met</b>	Board reviews and approves insurance annually in June board meetings. June 2021 board meeting minutes have been added to a shared folder, June 2020 minutes will also show insurance approval, they can be found in the shared folder from the original document provided.
7.2.7	The monthly check register/payment of bills is approved at the regular board meeting.	<b>Met</b>	
7.2.8	The school participates in the Kansas City School District Retirement System.	<b>Met</b>	
7.2.9	Current fiscal year budget is complete with detailed revenues and expenditures, and there is documentation in board minutes that it is reviewed and revised at least two times per fiscal year.	<b>Not Applicable /Required</b>	This new indicator will only be ranked as Met or NA for the 2020-2021 school year. The indicator may be rated as Met, Partially Met, or Not Met in 2021-2022. *Budget summary for fiscal year was provided, but details were not provided, nor a review and revise by the board.
<b>Section</b>	<b>7.3 Required fiscal reports and audits are completed appropriately and timely submitted.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
7.3.1	Current financial reports are provided monthly to the board and can be documented in board minutes.	<b>Met</b>	
7.3.2	Financial reports at each board meeting include a balance sheet showing assets and liabilities and current financial standing of the school.	<b>Met</b>	
7.3.3	Financial reports to the board include an Income and Expense statement.	<b>Met</b>	
7.3.4	Financial reports to the board include a budget versus actual report.	<b>Met</b>	
7.3.5	Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper.	<b>Not Met</b>	(UCM verify also). Information needed: copy of the audit and verification of the publication of the audit in a local

	(copy of emails or copy of what was sent)		newspaper.
7.3.6	The audit was accepted by the Board (in minutes with related vote).	<b>Partially Met</b>	The board approved the audit in the December 14th board meeting, please send a copy of the board minutes.
7.3.7	The school uses different persons/companies to prepare the ASBR and the audit. If a school employee prepares the ASBR, the employee has signed a conflict of interest statement.	<b>Not Met</b>	*Information not provided.
7.3.8	Previous year's ASBR was submitted to DESE.	<b>Met</b>	
7.3.9	If ASBR report had exceptions from DESE they were corrected in a timely manner.	<b>Not Applicable /Required</b>	No findings from previous year.
<b>Section</b>	<b>7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
7.4.1	Written procedures/internal controls for the handling of charitable gifts and incoming monies are clear. (Procedures for mail, events, cafeteria, uniforms, etc.)	<b>Met</b>	<a href="https://drive.google.com/file/d/1Bq5In-eETfxIrhjG4grkmm0Ya7Hly_Zj/view?usp=sharing">https://drive.google.com/file/d/1Bq5In-eETfxIrhjG4grkmm0Ya7Hly_Zj/view?usp=sharing</a>
7.4.2	There is a board approved Whistleblower policy identified as such in the policy manual.	<b>Not Met</b>	No policy provided.
7.4.3	Written procedure for budget development is available and includes communication with a variety of appropriate stakeholders.	<b>Not Met</b>	Information not provided.
7.4.4	The final budget for the upcoming fiscal year is approved by the board prior to July 1.	<b>Met</b>	
7.4.5	There is a board approved, written document available identifying who must approve contracts of various dollar amounts.	<b>Met</b>	<a href="https://drive.google.com/file/d/1Bq5In-eETfxIrhjG4grkmm0Ya7Hly_Zj/view?usp=sharing">https://drive.google.com/file/d/1Bq5In-eETfxIrhjG4grkmm0Ya7Hly_Zj/view?usp=sharing</a>
7.4.6	There is a board approved policy that is specifically identified and addresses nepotism in hiring and the awarding of	<b>Met</b>	

	contracts.		
7.4.7	Amount spent annually by LEA on professional development.	<b>Not Applicable /Required</b>	Select Not Applicable and list amount here.
	<b>Part 7 General Comments/Recommendations:</b>		



<b>Part 8: Facilities Review</b>					
<b>Reviewed by:</b>		<b>Doug Thomas</b>			
<b>Review Date(s):</b>		<b>November 11, 2020</b>			
<b>Section</b>	<b>8.1 Proper planning and inspections are in place to ensure long-term safety and functionality.</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>
8.1.1	There is a clear procedure for initiating a work order request for building and/or equipment. (i.e., examples of what has been repaired this month from a work order).	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.1.2	Current Fire Department Safety Certificate is posted.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.1.3	Current Health Department Food Service Certificate is posted.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.1.4	Deficiencies on Food Services Audits have been addressed as per the required corrective actions.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	Deficiencies:
8.1.5	Fire extinguisher inspections are posted and up-to-date.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.1.6	Elevator is available and inspection is posted.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.1.7	HVAC is in good repair.	<b>Met</b>	<b>Met</b>	<b>Met</b>	School / Facility Management Co. have installed higher grade filters to support COVID precautions.
<b>Section</b>	<b>8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process.</b>	<b>Status Preparatory Academy</b>	<b>Status Quality Hill</b>	<b>Status Central Street</b>	<b>Comments/ Recommendations</b>

8.2.1	GFCI are installed where an electrical source is within 6 feet of a water source.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.2	All observed electrical boxes/switches are covered.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.3	EXIT signs are prominent and lighted.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.4	Stair treads and railings are secure and safe.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.5	Classrooms are of adequate size for their purpose.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.6	Bathrooms are clean.	<b>Met</b>	<b>Met</b>	<b>Met</b>	All restrooms were exceptionally clean, well maintained.
8.2.7	Toilets are operational.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.8	Bathrooms have sinks with hot and cold water.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.9	Bathrooms provide soap and towels for hand washing.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.10	Hallways have an unobstructed clearance of 8 feet.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.11	Storage areas are in good order.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.12	Schools maintain appropriate entrance signs and directions. (Need to check into the office and how to get there.)	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.13	All classroom doors can be locked/secured from the inside.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.14	First floor classrooms should have a means to block sight from those outside the building.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.15	Paper artwork and teaching materials cover less than 20% of a wall area.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.2.16	The interior of the building is clean.	<b>Met</b>	<b>Met</b>	<b>Met</b>	Buildings were exceptionally clear and well maintained throughout the site visits.

Section	<b>8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community.</b>	Status Preparatory Academy	Status Quality Hill	Status Central Street	Comments/ Recommendations
8.3.1	Handicapped parking is provided and marked.	Met	Met	Met	
8.3.2	Curb cuts are in an appropriate proximity to handicapped parking.	Met	Met	Met	
8.3.3	Exterior signage is prominent and adequate for emergency vehicles to identify the school.	Met	Met	Met	
8.3.4	Exterior door security is in place at every entry while allowing people to exit whenever the building is occupied.	Met	Met	Met	
8.3.5	Playground equipment is inspected on a regular schedule and a written process is in place to denote possible safety problems. (Must be documented- checklist).	Not Applicable/ Required	Not Applicable/ Required	Met	Playground is open to the public as a community resource. Inspections are conducted on a regular basis.
8.3.6	The main entrance to the school has an electronic system that controls entry to visitors.	Met	Met	Met	
8.3.7	Shrubs around the building are trimmed within 3' to allow for a good line of sight.	Met	Met	Met	
8.3.8	Exterior lighting is appropriate around entrances, parking and walkways.	Met	Met	Met	
8.3.9	The charter school ensures that an American Flag is displayed in front of each school building.	Met	Met	Met	
Section	<b>8.4 Procedures are in place to ensure safety.</b>	Status Preparatory Academy	Status Quality Hill	Status Central Street	Comments/ Recommendations
8.4.1	Emergency exit maps are posted in every	Met	Met	Met	

	occupied room.				
8.4.2	Breaker boxes are kept locked and do not allow child access.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.3	Material Safety Data Sheets are posted where chemicals are stored.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.4	There were no observed permanent extension cords.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.5	There is a working system of communication between classrooms and the office.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.6	There is an appointed district Safety Coordinator.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.7	A copy of the floor plan is on file with the local police department.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.8	An alternate building evacuation site is known to adults and parents.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.9	Visitors are required to check in at the office and receive a visitor name badge.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
8.4.10	Science teachers and administrators are aware of the special safety requirements of science labs and the proper safety equipment is in place.	<b>Not Applicable/ Required</b>	<b>Not Applicable/ Required</b>	<b>Met</b>	
8.4.11	All bathrooms have the child abuse hotline poster in both Spanish and English.	<b>Met</b>	<b>Met</b>	<b>Met</b>	
	<b>Part 8 General Comments/Recommendations:</b>				
	School officials were well-prepared for the site visit, and had representatives from the facility management company, as well as school officials (Director of Operations, Campus Safety Manager) for the site walk throughs.				

	School officials are to be commended for its COVID related improvements and precautions.
	All school sites were exceptionally clean and well-maintained. It was evident that student and staff safety and well-being are a high priority.
	Exceptional site visit, no concerns.

<b>Part 9: Personnel and Payroll Review</b>			
<b>Reviewed by:</b>		<b>Doug Thomas</b>	
<b>Review Date(s):</b>		<b>March (online), May 4, 2021</b>	
<b>Section</b>	<b>9.1 Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
9.1.1	A Teacher Salary Schedule is in place or a process that uses experience and degrees, with consideration given to other charter schools' salary structures to determine salary.	<b>Met</b>	Crossroads Charter Schools has developed Compensation Philosophy documents, providing an overview of salary, benefits, etc. for all school personnel. The document is well organized and informative. The schools provides a 10 month and 12 month salary schedule for educators. Excellent document. Teacher 10 month schedule has beginning teacher salary at 45,500, included 25 steps, para and four degree columns, capping out at 25 years / doc at 75,000. CCS provides a competitive package for its employees, key to recruiting and retaining quality staff.
9.1.2	Yearly board approved contracts are provided.	<b>Met</b>	Yearly contracts are provided, clearly noting salary and terms of the contract.
9.1.3	Classified/Support Staff Salary Schedules or a written letter of employment that includes salary and benefits is provided at time of employment.	<b>Met</b>	Letters of employment for support staff are provided for all. The letters are updated each year.
9.1.4	The school demonstrates proactive staff recruitment that promotes quality instruction.	<b>Met</b>	The school demonstrates a progressive and effective personnel process. The school website is well organized and informative for potential employees. School used UCM and other University career sites, as well as BambooHR, Facebook, Twitter, LinkedIn, Surge Institute and LatinX to announce job vacancies and support recruitment efforts for office staff, teachers, and school

			officials. School leaders/office staff participate in local education fairs as well.
9.1.5	At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.	<b>Met</b>	For certification, five educators (code 60) did not have certification, and one had (expired). CCS has 92 teachers on the 2020-21 roster, 85 certified. 92.4%,
9.1.6	A master schedule is in place and available.	<b>Met</b>	Master schedules were available for all schools.
9.1.7	Family Care Safety Registry reports and fingerprint background checks for all employees are complete, less than five years old, and kept on file.	<b>Met</b>	All files (5/5) reviewed contained appropriate FCSR documentation.
9.1.8	Payroll summaries and personnel rosters were compatible.	<b>Met</b>	All files (5/5) reviewed contained appropriate contract information. Salaries from payroll lists matched the contracted salaries for all reviewed files.
9.1.9	Administrators have appropriate certifications for their roles.	<b>Met</b>	Building level administrator have the appropriate certification. One assistant principals did not have admin certification, but did proress the appropriate degree.
9.1.10	School demonstrates stability with its instructional staff (recruitment, hiring, salary and benefits, and mentoring practices). For two out of the last three years the school has met: (85-100%=Met, 70-84%=Partially Met, <70%=Not Met)	<b>Partially Met</b>	Of the 71.5 instructional staff members working at CCS in 2019-20, 20 teachers did not return for 2020-21, creating a one year retention rate of 72%%. This was up from 63% (2019) the previous year. CCS did "partially meet" the benchmark in 2018 (76%). The goal is 85% staff retention for two of the past three years. For the 3 year time period, CCS demonstrated a "partially met" for this indicator.
9.1.11	The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System.	<b>Met</b>	School administrators use the Missouri (DESE) evaluation model for staff evaluations. All teachers are evaluated each year.
9.1.12	Current and historic H.R. records are maintained in a secure location.	<b>Met</b>	Documents and records were organized and clearly denoted the needed information in a clear and efficient manner. School officials effectively provided the requested information and were most helpful with the review.
	<b>Part 9 General</b>		

	<b>Comments/Recommendations:</b>		
	Summary: Crossroads Charter Schools demonstrated an effective and well managed system of human resources practices and an effective system of payroll and benefits. No concerns noted.		
	Staff facilitating the review were very knowledgeable and helpful with the review process.		



<b>Part 10: Required Training and Drills Review</b>			
<b>Reviewed by:</b>		<b>Mike Ringen and Vici Hughes</b>	
<b>Review Date(s):</b>		<b>March 1, 2021</b>	
<b>Section</b>	<b>10.1 Students and/or staff participate in appropriate drills and training.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
10.1.1	All staff is trained annually in/on bullying recognition and response.	<b>Met</b>	Safe Schools Report
10.1.2	All staff is trained annually in/on Sexual Harassment: Staff to Staff.	<b>Met</b>	Safe Schools Report
10.1.3	All staff is trained annually in/on Restraint & Seclusion.	<b>Met</b>	Safe Schools Report
10.1.4	All staff is trained annually in/on FERPA/HIPAA.	<b>Met</b>	Safe Schools Report
10.1.5	All staff is trained annually in/on bloodborne pathogens.	<b>Met</b>	Safe Schools Report
10.1.6	Appropriate personnel are trained in how to respond to bomb threats. (Every 2 Years).	<b>Met</b>	
10.1.7	Persons responsible for first aid are trained and given proper equipment and supplies.	<b>Met</b>	High School - Middle School - Elementary School -
10.1.8	Youth suicide prevention training for middle and High School staff. (Once plus every year thereafter with new staff.)	<b>Met</b>	High School - Middle School -
10.1.9	Regular fire drills are held with a record of date, time, and observations (min 5).	<b>Met</b>	High School - Middle School - Elementary School -
10.1.10	Regular tornado drills are held with a record of date, time, and observations (a minimum of 2).	<b>Met</b>	High School - Middle School - Elementary School -
10.1.11	Regular intruder drills are held with a record of date, time, and observations (at least 1/yr.).	<b>Met</b>	High School - Middle School - Elementary School -
10.1.12	All staff participated in active shooter training. (In person or online annually.)	<b>Met</b>	Safe Schools Report
10.1.13	A crisis plan is in place and reviewed	<b>Met</b>	<a href="https://docs.google.com/document/d/1Cre">https://docs.google.com/document/d/1Cre</a>

	with staff annually.		<a href="https://docs.google.com/document/d/Td6XCrcPkcZr0S3_RvT6pznllfZ_8dxYT_RYIZQM/edit?usp=sharing">Td6XCrcPkcZr0S3_RvT6pznllfZ_8dxYT_RYIZQM/edit?usp=sharing</a>
10.1.14	Bus evacuation drills for students K – 6 are conducted at least once each semester.	<b>Met</b>	High School - Middle School - Elementary School -
10.1.15	Two hours of Dyslexia training for all teachers.	<b>Met</b>	
10.1.16	Appropriate school personnel attend meetings offered by DESE and other resources to keep up-to-date on Federal programs (i.e., Title, SPED, 504, Homeless, ELL, Food Service, etc.).	<b>Partially Met</b>	Title - No information provided 504 - Paige Smith Special Education - Paige Smith Homeless - No informatio provided ELL - Nikki Bates Food Service - Leah Willard
10.1.17	A safety committee meets at least two times each year (administrator(s), teacher(s), nurse, parent(s), etc.).	<b>Met</b>	
10.1.18	Administrative procedures encourage staff to report suspected child abuse and neglect.	<b>Met</b>	Through adequate training
10.1.19	A student code of conduct is made available to students, staff and parents.	<b>Met</b>	Family Handbook
10.1.20	Notifications of the following documents are available to parents: ESEA Complaint Procedure, Certification and/or qualifications of teachers, Identification for a Language Program, Individual Student Outcomes, and DESE Tests (Purpose and Use).	<b>Met</b>	<a href="https://docs.google.com/document/d/17VdGZvTdKk5CQ97W8NgpkRpe3iclwAk4362N3m2jHUc/edit?usp=sharing">https://docs.google.com/document/d/17VdGZvTdKk5CQ97W8NgpkRpe3iclwAk4362N3m2jHUc/edit?usp=sharing</a>
10.1.21	All staff is trained annually in accordance with Title IX of the Education Amendments of 1972.	<b>Not Met</b>	No information provided
10.1.22	The school has designated a person for each of the 4 Title IX required roles.	<b>Not Met</b>	No information available Title IX Coordinator - Title IX Facilitator - Title IX Investigator - Title IX Decision Makers (Written Determination and Appellate) -
10.1.23	Training materials used for annual training in accordance with Title IX of the Education Amendments of 1972 are posted on the school's website.	<b>Not Met</b>	MOCAP information is featured on all schools webpages. (Met or not Met only.) No information available

	<b>Part 10 General Comments/Recommendations:</b>		

<b>Part 11: Student Enrollment and Records Review</b>			
<b>Reviewed by:</b>		<b>Doug Thomas</b>	
<b>Review Date(s):</b>		<b>May 2021 (e-reivew)</b>	
<b>Section</b>	<b>11.1 Student enrollment procedures and recording keeping are appropriately conducted and maintained.</b>	<b>Status</b>	<b>Comments/Recommendations</b>
11.1.1	The school has enrollment policies and practices which include a stated open enrollment period, grade level capacities, lottery process, and waiting list.	<b>Met</b>	Policies are available on the web. Detailed policies addressing admissions, application, lottery, waitlist, and enrollment are found in Appendix CC.
11.1.2	Efforts to recruit and serve a diverse population are evident.	<b>Met</b>	CCS actively recruits and serves a diverse student population. The school maintains a community engagement position geared toward recruitment. CCS take part in city wide and school-specific recruitment fairs. CCS maintains an quality website with resources and information readily available to promote recruitment.
11.1.3	The school is at or above 90% of enrollment targets (State % of capacity).	<b>Met</b>	Reported enrollment is 1064. Capacity is 1087. 98%.
11.1.4	Lotteries are conducted appropriately and school requests attendance by UCM personnel.	<b>Met</b>	CCS utilizes SchoolApp, enrollment period closes March 1, lotteries for needed grade levels are conducted thereafter. The lottery process is clearly articulated in board policy.
11.1.5	Waiting lists are maintained by grade level and appropriate documentation is readily available.	<b>Met</b>	SchoolApp automatically places families on the waiting list and is supervised by school personnel. Procedures are articulated in board policy.
11.1.6	MOSIS number is on file on all records (permanent, Special Ed, 504, etc.).	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.7	Birth Certificate/Proof of Birth is on file for kindergarten and first grade.	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.8	A completed student application is on file.	<b>Met</b>	Designated information was available for all students reviewed (7/7).

11.1.9	The date of admission is noted.	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.10	Records/transcripts from previous school are on file.	<b>Met</b>	Information was available.
11.1.11	There is proof of residence for the current year (i.e., lease, utilities, etc.).	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.12	Immunization records are on file.	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.13	Parent and emergency contact information is on file.	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.14	A clear process is in place to up-date parent contact information.	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.15	There is a record of grades earned.	<b>Met</b>	Designated information was available for all students reviewed (7/7).
11.1.16	Discipline records are on file.	<b>Met</b>	Discipline records are maintained within the student files at the school site.
11.1.17	There is a cumulative record of test results.	<b>Met</b>	MAP scores are maintained at the school site.
11.1.18	Attendance records are on file.	<b>Met</b>	Attendance is completed and recorded daily.
11.1.19	Records are well organized and consistently updated.	<b>Met</b>	Viewed school records were readily available. The system(s) are user friendly. Staff were knowledgeable with the software and records.
11.1.20	Schools keep student records in accordance with the general record retention schedule.	<b>Met</b>	School records are updated and retained on annual basis.
11.1.21	Requests for records are dealt with by one person and are sent in a timely manner.	<b>Met</b>	Attendance officer is responsible, and oversees the system within each office.
11.1.22	The charter school reports school dropouts to the Missouri Literacy Hotline.	<b>Met</b>	School officials report dropouts as required.
11.1.23	MOCAP information is included in parent handbook, registration documents, and "featured" on home page of website (Required by Missouri statutes).	<b>Met</b>	MOCAP information is noted on the CCS website.
	<b>Part 11 General Comments/Recommendations:</b>		

	<p>No concerns or recommendations. The system of maintaining student records was found to be efficient and effective. CCS has implemented an electronic system. The Enrollment Coordinator provides oversight and guidance between the different sites. Staff were knowledgeable. Requested records were readily available.</p>

<b>Part 12: Special Education Review</b>			
<b>Reviewed by:</b>		<b>Mary Gage</b>	
<b>Review Date(s):</b>		<b>September 30, 2020, February 1 and March 31, 2021</b>	
<b>Section</b>	<b>12.1 Initial File Review</b>	<b>Status</b>	<b>Comments/Recommendations</b>
12.1.1	Referral form is present and dated.	<b>Met</b>	
12.1.2	Name(s) and role(s) of individual(s) making the referral is documented.	<b>Met</b>	
12.1.3	Reason(s) for referral and description of concern(s) which describes why the child is suspected of having a disability is present.	<b>Met</b>	
12.1.4	Date when Procedural Safeguards were presented to parents is present. (5 school days)	<b>Met</b>	
12.1.5	Review of Existing Data form is in file and dated.	<b>Met</b>	
12.1.6	Prior Written Notice (PWN) for evaluation was provided with date of delivery documented.	<b>Met</b>	
12.1.7	Consent is obtained prior to administration of any tests or assessment instruments, if applicable, with name(s) and description(s) of area(s) of functioning to be assessed.	<b>Met</b>	
12.1.8	Parent(s) was/were notified of the Eligibility Staffing (Notification of Meeting) with date notified documented.	<b>Met</b>	
12.1.9	Evaluation was completed within 60 calendar days of PWN. (Date documented)	<b>Met</b>	
12.1.10	Evaluation report contains the names and roles of the individuals making the eligibility determination.	<b>Met</b>	
12.1.11	Statements including exclusionary	<b>Met</b>	

	factor specific to - SLD, Autism, SSD, LI-are documented.		
12.1.12	Prior Written Notice for initial services is present and dated.	<b>Met</b>	
12.1.13	Documentation is present that a copy of the evaluation results and eligibility determination was provided to parent with date of provision of the copy (m/d/y).	<b>Met</b>	
12.1.14	The evaluation report addresses the results of assessments conducted in all areas generally related to the suspected disability.	<b>Met</b>	
12.1.15	Evaluation information draws upon information from a variety of sources and is sufficiently comprehensive to identify all of the student's special education and related services needs.	<b>Met</b>	
<b>Section</b>	<b>12.2 Reevaluation File Review</b>	<b>Status</b>	<b>Comments/Recommendations</b>
12.2.1	Review of Existing Data (RED) form is present and dated.	<b>Met</b>	
12.2.2	Reevaluation is within three years of the last Evaluation Report (ER).	<b>Met</b>	
12.2.3	Written Notice, when no additional assessment is needed, is completed, dated and provided to parents.	<b>Met</b>	
12.2.4	Date when the parent(s) was/were notified of the Eligibility Staffing is present when additional data was collected.	<b>Met</b>	
12.2.5	Evaluation report is present, if additional data were collected, and contains the names and roles of the individuals making the continued eligibility determination.	<b>Met</b>	
12.2.6	Statement including exclusionary factor specific to- SLD, Autism, SSD, LI-are documented.	<b>Met</b>	
12.2.7	Dated copy of the evaluation report was provided to the parent(s). (Not applicable if no assessments required and eligibility category remains the	<b>Met</b>	



	same as previous eligibility determination.)		
<b>Section</b>	<b>12.3 Individual Education Plan (IEP)</b>	<b>Status</b>	<b>Comments/Recommendations</b>
12.3.1	IEP is current.	<b>Met</b>	
12.3.2	Initial IEP meeting is held within 30 days of the eligibility determination staffing.	<b>Met</b>	
12.3.3	The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis (meetings no more than 365 calendar days apart).	<b>Met</b>	
12.3.4	Notification of meeting is documented and dated.	<b>Met</b>	
12.3.5	Present Level contains all required components.	<b>Met</b>	
12.3.6	The IEP team considered all special factors and determined services, strategies, supports or devices, as appropriate (communication needs, assistive technology and/or devices, limited English proficiency and behaviors that impede the learning of the child or others).	<b>Met</b>	
12.3.7	Present Level drives the goals.	<b>Met</b>	
12.3.8	IEP includes goals that are written in terms that are in SMART format (Specific, measurable, attainable, results oriented and time bound).	<b>Met</b>	
12.3.9	Specific Special Education Services are listed and location of services is documented.	<b>Met</b>	
12.3.10	If student receives related services, they are listed.	<b>Met</b>	
12.3.11	If student requires accommodations and/or modifications, they are noted on the IEP with frequency and location noted.	<b>Met</b>	
12.3.12	IEP addresses the extent of non-participation in regular education and for any child not participating 100% in the regular education	<b>Met</b>	

	environment, including a description of the extent that the student will not participate and why full participation is not appropriate.		
12.3.13	Selected placement is noted.	<b>Met</b>	
12.3.14	Parent provided a dated copy of the IEP (generally 20 days).	<b>Met</b>	
12.3.15	Special education services and goals match.	<b>Met</b>	
<b>Section</b>	<b>12.4 Transfer File Review</b>	<b>Status</b>	<b>Comments/Recommendations</b>
12.4.1	Enrollment date is noted.	<b>Met</b>	
12.4.2	Documentation, if appropriate, is present and dated that Agency Officials conducted interviews with sending school.	<b>Met</b>	
12.4.3	Agency acceptance or rejection of the IEP is noted.	<b>Met</b>	
12.4.4	If IEP was rejected; the date new IEP was developed is documented.	<b>Met</b>	
12.4.5	Agency acceptance or rejection of the Evaluation Report is noted.	<b>Met</b>	
12.4.6	If Evaluation Report was rejected date of initiation of new evaluation and date completed is documented.	<b>Met</b>	
<b>Section</b>	<b>12.5 Transition</b>	<b>Status</b>	<b>Comments/Recommendations</b>
12.5.1	For students beginning not later than the first IEP to be in effect when the child is 16, post- secondary transition is stated as a purpose of the meeting.	<b>Met</b>	
12.5.2	Notification of meeting includes post-secondary transition as one of the purposes.	<b>Met</b>	
12.5.3	Evidence exists that the student was invited to the IEP Team meeting where transition services were discussed.	<b>Met</b>	
12.5.4	If the student was age 16+ and did not attend any meeting where the purpose is the consideration of post-secondary goals, documentation must be present that the student's preference and interests related to transition services	<b>Met</b>	

	were considered at the IEP meeting.		
12.5.5	Evidence exists, where appropriate, that a representative of any participating agency was invited to attend the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	Met	
12.5.6	Appropriate measurable postsecondary goals are noted.	Met	
12.5.7	Post-secondary goals are updated annually.	Met	
12.5.8	Evidence exists that measurable post-secondary goals were based on age appropriate transition assessment.	Met	
12.5.9	Transition services in the IEP reasonably enable the student to meet his/her postsecondary goals.	Met	
12.5.10	IEP includes multiple year courses of study that will reasonably enable the student to meet his/her post-secondary goals.	Met	
12.5.11	Annual IEP goals relate to the student's post-secondary transition goals.	Met	
12.5.12	No later than the student's 17th birthday, the IEP includes a statement that the child has been informed of the rights under IDEA that will transfer to the student upon her/his 18th birthday.	Met	
<b>Section</b>	<b>12.6 Discipline</b>	<b>Status</b>	<b>Comments/Recommendations</b>
12.6.1	Documentation exists within the file that the student was suspended in excess of 10 consecutive school days or 10 cumulative school days where a pattern of suspension is created.	Not Applicable /Required	-No student was suspended
12.6.2	Documentation is present that indicates appropriate disciplinary procedures were followed.	Not Applicable /Required	
12.6.3	Prior Written Notice was provided if a disciplinary change of placement was determined.	Not Applicable /Required	

	<b>Part 12 General Comments/Recommendations:</b>		
	This review is for the purpose of the Annual University of Central Missouri Special Education Site Review and does NOT address all Standards and Indicators required to be met during the Special Education Tiered Monitoring Process conducted every three years by the Department of Elementary and Secondary Education/Special Education. (Revised 8/25/20)		