

June 3, 2021

Ms. Kirsten Lipari-Braman
Gordon Parks Elementary
3715 Wyoming
Kansas City, MO 64111

Dear Ms. Lipari-Braman,

Please find the attached Gordon Parks Elementary School 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 Gordon Parks Elementary School Board of Directors, and the school's administrative team 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 2020-2021 UCM 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 Gordon Parks Elementary School 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 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 to schedule a time with the Gordon Parks Elementary School Board of Directors. If questions arise with the report or if I may provide further assistance, please contact me.

Respectfully,

Victoria Hughes
Director

cc: Ann Mc Coy, Interim Dean, College of Education
Moir Mulhern, President, Gordon Parks Elementary School, Board of Directors
Rachel Uptergrove, Missouri Department of Elementary and Secondary Education

Gordon Parks Elementary
2020-2021 Annual Oversight Report
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Annual Oversight Review Summary				
School:		Gordon Parks Elementary		
School Year:		2020-2021		
Academic Performance PART 1 Academic Achievement	Not Met	Partially Met	Met	Not Applicable / Required
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)	1	1	0	2
PART 2 Data Collection, Analysis, and Maintenance	Not Met	Partially Met	Met	Not Applicable / Required
2.1 The school effectively collects, analyzes and stores data. (8)	0	0	8	0
Part 3 Curriculum	Not Met	Partially Met	Met	Not Applicable / Required
3.1 Vertical Curriculum Continuity (7)	0	1	6	0
3.2 Horizontal Curriculum Continuity (10)	0	2	8	0
3.3 Instruction Based on Curriculum (11)	0	6	5	0
3.4 Curriculum Priority (4)	0	0	4	0
3.5 Positive Human Relations (6)	0	0	5	1
3.6 Planned Change (3)	0	1	2	0
3.7 High School Information (2)	0	0	0	2
Part 4 Plans for Student Success	Not Met	Partially Met	Met	Not Applicable / Required

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	0	7	0
4.4 Title Plans (3)	0	0	3	0
4.5 Facilities Maintenance Plan (4)	0	1	3	0
4.6 Assessment Plan (5)	0	0	5	0
School Governance Part 5 Board Governance	Not Met	Partially Met	Met	Not Applicable / Required
5.1 The School Board operates legitimately and in the best interest of its students and mission. (9)	3	1	3	2
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)	0	0	5	1
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
Part 6 Board Policy	Not Met	Partially Met	Met	Not Applicable / Required
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	9	3
6.3 Board policies are reviewed annually, communicated, and easily accessible. (4)	0	0	4	0
Financial Operations Part 7 Financial Operations	Not Met	Partially Met	Met	Not Applicable / Required
7.1 Fiscal records are appropriately	0	0	4	0

maintained.(4)				
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 completed appropriately and timely submitted. (9)	0	0	9	0
7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school. (7)	0	0	6	1
School Administration and Operations Part 8 Facilities	Not Met	Partially Met	Met	Not Applicable / Required
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	1	9	1
Part 9 Personnel and Payroll	Not Met	Partially Met	Met	Not Applicable / Required
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
Part 10 Required Training and Drills	Not Met	Partially Met	Met	Not Applicable / Required
10.1 Students and/or staff participate in appropriate drills and training. (23)	0	0	23	0

Part 11 Student Enrollment and Records	Not Met	Partially Met	Met	Not Applicable / Required
11.1 Student enrollment procedures and recording keeping are appropriately conducted and maintained. (23)	1	0	21	1
Part 12 Special Education	Not Met	Partially Met	Met	Not Applicable / Required
12.1 Initial File Review (15)	0	4	11	0
12.2 Reevaluation File Review (7)	0	0	7	0
12.3 Individual Education Plan (IEP) (15)	2	0	13	0
12.4 Transfer File Review (6)	6	0	0	0
12.5 Transition (12)	0	0	0	12
12.6 Discipline (3)	0	0	0	3

Part 1: Academic Achievement Review			
Reviewed by:		Bruce Hensel	
Review Date(s):		November 19, 2020	
Section	1.1 Annual Performance Report (APR)	Status	Comments/Recommendations
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	Not Applicable /Required	
Section	1.2 Student Achievement Levels Over Time - Status	Status	Comments/Recommendations
1.2.1	Students will generate a higher MAP Index score than the KCPS on a majority of the required assessments.	Not Applicable /Required	
1.2.2	Students will generate a higher MAP Index score than KCPS peer schools on a majority of the required assessments.	Not Applicable /Required	
1.2.3a	Students will show proficiency in MAP ELA. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	Not Applicable /Required	
1.2.3b	Students will show proficiency in MAP Mathematics. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	Not Applicable /Required	
1.2.3c	Students will show proficiency in MAP Science. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	Not Applicable /Required	
1.2.3d	Students will show proficiency in MAP Social Studies. Met: 50% or greater Partially Met: 35-49% Not Met: 34% or lower	Not Applicable /Required	

1.2.4	Students met target on in-house measures of achievement as per contract goals.	Not Applicable /Required	
Section	1.3 School Improvement Over Time - Progress	Status	Comments/Recommendations
1.3.1	Students will generate “Progress Points” within the building APR calculations.	Not Applicable /Required	
Section	1.4 Student Achievement Over Time - Growth	Status	Comments/Recommendations
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	Not Applicable /Required	
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	Not Applicable /Required	
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	Not Applicable /Required	
Section	1.5 Student Engagement	Status	Comments/Recommendations
1.5.1	Students will meet established attendance goals.	Partially Met	
1.5.2	School will meet established student retention goals.	Not Met	
1.5.3	School will meet established graduation rate.	Not Applicable /Required	
1.5.4	School will meet established goals for post-secondary indicators.	Not Applicable /Required	
	Part 1 General Comments/Recommendations:		

	Most indicators weren't evaluated this year due to the Missouri MAP assessments not being administered in 2019, because of the COVID pandemic.

Part 2: Data Collection, Analysis and Maintenance Review			
Reviewed by:		Bruce Hensel	
Review Date(s):		January 7, 2021	
Section	2. 1 The School has effectively and systematically gathered student achievement data applicable to the academic performance indicators outlined in the agreement.	Status	Comments/Recommendations
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?	Met	
2.1.2	What longitudinal data are being collected, analyzed, and maintained?	Met	MAP, EVALUATE, Fountas & Pinnell, locally developed formative assessments for math, student retention, attendance, resiliency, and parental and stakeholder satisfaction surveys.
2.1.3	Provide evidence that student specific data are being collected, analyzed, and maintained.	Met	Teachers use Data Trackers that contain longitudinal data for each assessment and student.
2.1.4	Provide evidence that academic performance data and results are presented in a straightforward and logical manner.	Met	Data teams utilize a template that requires the identification of interventions informed by the data and follow-up to monitor the effectiveness of the interventions.
2.1.5	Describe the process that performance data are shared with staff.	Met	Grade level teams meet weekly, which could involve data analysis. At least two meetings per month are data centric. Data are also shared with staff at weekly professional development meetings. Data applicable to specific academic goals are collected and reviewed by teachers and staff.
2.1.6	What curriculum or instructional revisions have been made over the past year due to the school's performance data?	Met	Adjusted professional development with a greater focus on math and problem solving. Implemented a new ELA curriculum. Adjusted priority standards and pacing guides to new align with new

			priority standards released by DESE. Revamped RTI process for this year informed by prior year data.
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	Specific leadership positions (Instructional coaches, curriculum director, data facilitator) lead the data collection and school improvement processes. The data warehouse is maintained by the school's data analytics consultant adhering to appropriate backup and security practices. The school's other data tracking tools are maintained on institutional computers and backed up. A data dashboard is maintained and included in the board packet for each board meeting. The dashboard has an atypically detailed amount of data tracking student progress towards higher achievement levels and proficiency over the course of the school year. The board is receiving training in academic language and data analysis.
2.1.8	<p>Data are submitted to Core Data/MOSIS by due dates. (1 report missing the due date = Partially Met, >1 report missing the due date = Not Met.)</p>	Met	All cycles were submitted on time.
	Part 2 General Comments/Recommendations:		
	The template and process used for data teams is commendable in that they systematically requires the data to be used to inform interventions.		
	It is commendable that the board regularly receives detailed student achievement data and also will receive training on academic data and analysis.		

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

3.3.4	Demonstrations of Learning (DOLs)/Checks for Understanding	Partially Met	
3.3.5	Quality of Learning Experiences	Partially Met	
3.3.6	Activities and Materials	Met	
3.3.7	Differentiation	Partially Met	
3.3.8	Cultural Awareness	Partially Met	
3.3.9	Instructional Grouping	Met	
3.3.10	Community Connections	Met	
3.3.11	Technology Integration	Partially Met	
Section	3.4 Curriculum Priority	Status	Comments/Recommendations
3.4.1	Providing Resources	Met	
3.4.2	Resource Training	Met	
3.4.3	Budget Allocation for Instructional Resources	Met	
3.4.4	Curriculum Development	Met	
Section	3.5 Positive Human Relations	Status	Comments/Recommendations
3.5.1	Internal Feedback to Staff	Met	
3.5.2	Stakeholder Engagement	Not Applicable /Required	No longer part of the role of the C&I or Academic Department
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	
Section	3.6 Planned Change	Status	Comments/Recommendations
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	Met	
Section	3.7 High School Curriculum Requirements	Status	Comments/Recommendations

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 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.	Not Applicable /Required	
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.	Not Applicable /Required	
Part 3 General Comments/Recommendations:			
2020-2021 self evaluation.			

Part 4: Plans for Student Success Review			
Reviewed by:		Mike Ringen	
Review Date(s):		March 1, 2021	
Section	4.1 Strategic/School Improvement Plan	Status	Comments/Recommendations
4.1.1	A Strategic / School Improvement Plan is in place.	Met	Strategic Plan development is in process and is to be completed prior to the end of this fiscal year. All Indicators in this section will be answered based on the approval of the plan in June 2021. GPES Strategic Plan approved by the GPES Board on June 14, 2021.
4.1.2	All appropriate stakeholders were involved in the development of the strategic plan.	Met	
4.1.3	The plan was built on a multiple year implementation (3-5 years).	Met	Presently in zero (0) year of the plan.
4.1.4	The mission/vision was revisited and approved by the Board at the time of the plan.	Met	
4.1.5	A SWOT analysis or improvement assessment was completed to help drive the plan.	Met	
4.1.6	The plan uses SMART goals: Specific, Measurable, Attainable, Relevant, and Time-Bound.	Met	
4.1.7	A process for implementing the plan is in place.	Met	
4.1.8	Your goals/milestones are well defined and have indicators that measure your degree of completion.	Met	
Section	4.2 Professional Development Plan	Status	Comments/Recommendations
4.2.1	There is a Professional Development Plan in Place.	Met	
4.2.2	The Professional development plan is an outgrowth of the strategic plan.	Met	
4.2.3	The charter school ensures that all educators complete a minimum of 15	Met	

	contact hours of professional development annually.		
4.2.4	The development of the professional development plan had input from stakeholders and uses data from student learning.	Met	
4.2.5	There are provisions in your Professional Development plan for meeting the needs of individual teachers.	Met	
4.2.6	The Professional Development Plan supports the need to scaffold learning for teachers over time.	Met	
4.2.7	Adequate funding has been set aside in the annual budget to support Professional Development.	Met	Current year PD Plan budgeted amount. \$23,725
4.2.8	The elements of the plan are based on best practice.	Met	
4.2.9	A separate and specific Dyslexia Plan exists and is in compliance with state statutes and regulations.	Met	
Section	4.3 Technology Plan	Status	Comments/Recommendations
4.3.1	A Technology Plan is in place.	Met	
4.3.2	The technology plan is an outgrowth of the strategic plan.	Met	
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.	Met	
4.3.4	The budget adequately supports the technology plan.	Met	
4.3.5	There is an evaluation of software and hardware usage by both students and teachers.	Met	Tehnology Plan for Distance Learning and the Gordon Parks Policy for Take-Home Devices were received on June 22, 2021. The two documents are written for students. The GPES Policy on Use of School Property includes Electronic Resources Policy.
4.3.6	Training for technology is included in your Professional Development Plan.	Met	
4.3.7	The school utilizes e-rate as a funding source when appropriate.	Met	Funding commitment request \$6,593.48

Section	4.4 Title Plans	Status	Comments/Recommendations
4.4.1	Appropriate Title Plan(s) are in place.	Met	Based on reporting to DESE screenshot.
4.4.2	Title plans are filed online with DESE.	Met	Title I.A, School Title I, Title II.A Title.IV LEA were all submitted on 6.25.20 and approved by DESE. These plans are revised with the Executive Leadership Team, aligned with the strategic plan on 6.15.21 and submitted by the CEO each June. FY22 budget and plans were submitted on 6.18.21.
4.4.3	One person is responsible for submitting each plan to DESE.	Met	Kirsten Lipari-Braman
Section	4.5 Facilities Maintenance Plan	Status	Comments/Recommendations
4.5.1	There is a Facilities Maintenance Plan in place.	Met	Current facility plan and assessment is being conducted as part of the strategic plan. CEO with Finance & Facility Board committee and facility manager develop the assessment and plan, this is ongoing. See the Facilities Checkist embedded in the Strategic Plan
4.5.2	A building assessment is conducted on a regular basis.	Met	Current facility plan and assessment is being conducted as part of the strategic plan. CEO with Finance & Facility Board committee and facility manager develop the assessment and plan, this is ongoing. CEO and Facility Manager meet every Monday at 2pm to walk the building determine highest needs and repairs. Major repairs are brought the Finance and Facility Committee meeting on the first Thursday of every month. On June 10, 2021, Committee reviewed and approved proposals for plumbing and lighting.
4.5.3	There is a plan for anticipated growth or decline in student enrollment.	Partially Met	A plan is in place for sustained increased enrollment, but not for a decline in student enrollment.
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.	Met	CEO and Facility Manager meet every Monday at 2pm to walk the building determine highest needs and repairs. Major repairs are brought the Finance and Facility Committee meeting on the first Thursday of every month. On June 10, 2021, Committee reviewed and approved proposals for plumbing and lighting. See

	6.Mechanical Systems (Heating, Ventilation, and Air Conditioning) 7. Plumbing.		the Facilities Checklist embedded in the Strategic Plan.
Section	4.6 Assessment Plan	Status	Comments/Recommendations
4.6.1	There is an Assessment Plan in place.	Met	
4.6.2	The assessment plan outlines the dates and times for all testing.	Met	
4.6.3	The assessment plan reflects the goals of the strategic plan.	Met	
4.6.4	The assessment plan details how data is used by staff.	Met	Note: Consider expanding on this in your plan. A general, brief explanation is provided, but with very few details on how.
4.6.5	Assessments are aligned to the school's curriculum and to MO standards.	Met	Specifics not provided, but plan content states that they are aligned to their mastery goals and MO standards.
	Part 4 General Comments/Recommendations:		

Part 5: Board Governance Review			
Reviewed by:		Mike Ringen	
Review Date(s):		March 1, 2021	
Section	5.1 The School Board operates legitimately and in the best interest of its students and mission.	Status	Comments/Recommendations
5.1.1	Throughout the calendar year, attendance rate at individual board meetings is at a minimum rate of 75%.	Not Met	Several months below the 75%
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.	Met	By-laws state 9-15.
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.	Not Applicable /Required	Strategic Plan currently incomplete.
5.1.3b	There is documentation that the board receives input from entities beyond the board itself when reviewing the strategic plan.	Not Applicable /Required	
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.	Met	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.	Not Met	No information provided.
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	Not Met	No information provided.

	relationships between children and adults.		
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.	Partially Met	Based on documentation provided, only through board agenda/board meetings.
5.1.8	School board members' Family Care Safety Registry reports and Background Checks are complete and kept on file.	Met	(UCM will verify.)
Section	5.2 Meetings are regularly scheduled and appropriately conducted.	Status	Comments/Recommendations
5.2.1	There are at least 10 regular meetings of the Board.	Met	
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.)	Met	
5.2.3	The president of the board and the executive are both involved in board meeting planning.	Met	Each month, the CEO drafts the Board agenda. The agenda is sent to the Board president for review, revision, and approval. Once approval given, the CEO and staff post the agenda and send to all members the Friday afternoon before the Board meeting.
5.2.4	Minutes include a record of names of board members attending and names of board members absent.	Met	
5.2.5	Action is taken with motions, seconds and votes.	Met	
5.2.6	There is a roll-call vote to enter a closed session and a roll call vote to return to open meeting.	Met	
5.2.7	Minutes for closed sessions are kept, are confidential, and are securely maintained separate from the open session minutes.	Met	Per head administrator.
5.2.8	The board conducts business in	Met	

	compliance with Missouri Sunshine Law.		
5.2.9	A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum without rescheduling.)	Met	
Section	5.3 Governance records and documentation are appropriately kept and maintained.	Status	Comments/Recommendations
5.3.1	The school has made board minutes available to the public. (If not available on their website, list where they are available.)	Met	
5.3.2a	Board minutes are developed by a staff member or consultant (not a board member)	Met	
5.3.2b	Board minutes are maintained in an organized, consistent manner by the same individual.	Met	
5.3.3	Board minutes are current.	Met	
5.3.4	Board minutes are complete.	Met	Individual minutes are complete.
5.3.5	Deficient findings from last years' UCM review have been corrected.	Not Applicable /Required	There were no findings from the 2019-2020 GPES Annual Oversight Report in this section to correct.
Section	5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Status	Comments/Recommendations
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: 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	Met	Strategic planning, Data dashboards, Finance reports including budget information, salary schedule provided but very little personnel updates, one academic report. No documentation of lead administrator evaluation. Also numerous marketing and development reports.

	updates; and h. instruction /student achievement reports.		
5.4.2	There is no evidence of any conflict of interest in board decisions.	Met	
5.4.3	If applicable, staff and teacher salary schedules or guidelines are approved by the board.	Met	
5.4.4	The board approves school staffing as per the annual organizational chart.	Met	
	Part 5 General Comments/Recommendations:		

Part 6: Board Policy Review			
Reviewed by:		Mike Ringen	
Review Date(s):		March 1, 2021	
Section	6.1 Board policy deficits from last year have been developed or revised as needed.	Status	Comments/Recommendations
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.	Met	Can only be met or not met. *No information has been provided to address deficiencies from previous year.
Section	6.2 Policies required by statutes or UCM have been developed and are followed.	Status	Comments/Recommendations
6.2.1a	A policy for bid process exists.	Met	MCPSA complete policy manual has been approved by the board.
6.2.1b	The policy regarding a bid process is followed, as exhibited in documentation provided for each level identified in the policy.	Met	
6.2.2a	A policy regarding borrowed funds exists.	Met	
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.	Met	
6.2.3a	A policy for personnel evaluations, certified and support staff, if applicable, exists.	Met	
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 with all personal details removed.	Met	
6.2.4a	A policy for writing checks and paying bills exists.	Not Applicable /Required	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.
6.2.4b	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.	Met	
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.	Not Applicable /Required	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).	Met	
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.	Met	
6.2.6	The charter school has adopted a policy consistent with the Missouri Student Religious Liberties Act (Section 160.2500, RSMo).	Not Applicable /Required	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.
Section	6.3 Board policies are reviewed annually, communicated, and easily accessible.	Status	Comments/Recommendations
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.	Met	All policies reviewed and revised in June 2020.
6.3.2	Documentation that policy changes affecting staff have been communicated to appropriate personnel.	Met	
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	
	Part 6 General Comments/Recommendations:		

Part 7: Financial Operations Review			
Reviewed by:		Mike Ringen	
Review Date(s):		March 1, 2021	
Section	7.1 Fiscal records are appropriately maintained.	Status	Comments/Recommendations
7.1.1	Each month's financial report from 2020 calendar year, up through the current years' review, is available, user friendly, and organized.	Met	
7.1.2	School budget and year-to-date expenditures for Federal Programs documentation is in place.	Met	
7.1.3	Software program, external company, or other means of bill pay is provided and can be accessed upon site visit.	Met	
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.	Met	
Section	7.2 The school operates in a fiscally sound and appropriate manner.	Status	Comments/Recommendations
7.2.1	The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)	Met	
7.2.2	Minimum of three-year budget plan beyond the current school year is provided.	Met	In budget information provided to the board.

7.2.3	Reserves as reported on the most recent ASBR are above 10%.	Met	15.30%
7.2.4	The school participates in the E-Rate program.	Met	Can only be Met or Not Met.
7.2.5	The school receives Medicaid funds.	Met	\$9,787.00
7.2.6	The school has current liability insurance coverage and it is approved by the board annually.	Met	Copies current insurance policies sent to the UCM Charter Schools Office on July 16, 2021.
7.2.7	The monthly check register/payment of bills is approved at the regular board meeting.	Met	
7.2.8	The school participates in the Kansas City School District Retirement System.	Met	
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.	Not Applicable /Required	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. No revisions identified throughout the year.
Section	7.3 Required fiscal reports and audits are completed appropriately and timely submitted.	Status	Comments/Recommendations
7.3.1	Current financial reports are provided monthly to the board and can be documented in board minutes.	Met	
7.3.2	Financial reports at each board meeting include a balance sheet showing assets and liabilities and current financial standing of the school.	Met	EdOps
7.3.3	Financial reports to the board include an Income and Expense statement.	Met	
7.3.4	Financial reports to the board include a budget versus actual report.	Met	
7.3.5	Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper. (copy of emails or copy of what was sent)	Met	
7.3.6	The audit was accepted by the Board (in minutes with related vote).	Met	December 2020 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.	Met	
7.3.8	Previous year's ASBR was submitted to DESE.	Met	
7.3.9	If ASBR report had exceptions from DESE they were corrected in a timely manner.	Met	
Section	7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.	Status	Comments/Recommendations
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.)	Met	
7.4.2	There is a board approved Whistleblower policy identified as such in the policy manual.	Met	
7.4.3	Written procedure for budget development is available and includes communication with a variety of appropriate stakeholders.	Met	
7.4.4	The final budget for the upcoming fiscal year is approved by the board prior to July 1.	Met	
7.4.5	There is a board approved, written document available identifying who must approve contracts of various dollar amounts.	Met	
7.4.6	There is a board approved policy that is specifically identified and addresses nepotism in hiring and the awarding of contracts.	Met	
7.4.7	Amount spent annually by LEA on professional development.	Not Applicable /Required	\$23,725

	Part 7 General Comments/Recommendations:		

Part 8: Facilities Review			
Reviewed by:		Doug Thomas	
Review Date(s):		November 12, 2020	
Section	8.1 Proper planning and inspections are in place to ensure long-term safety and functionality.	Status	Comments/Recommendations
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).	Met	
8.1.2	Current Fire Department Safety Certificate is posted.	Met	Cert. sent via email 12.16..2020
8.1.3	Current Health Department Food Service Certificate is posted.	Met	
8.1.4	Deficiencies on Food Services Audits have been addressed as per the required corrective actions.	Not Applicable /Required	Deficiencies:
8.1.5	Fire extinguisher inspections are posted and up-to-date.	Met	
8.1.6	Elevator is available and inspection is posted.	Met	
8.1.7	HVAC is in good repair.	Met	
Section	8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process.	Status	Comments/Recommendations
8.2.1	GFCI are installed where an electrical source is within 6 feet of a water source.	Met	
8.2.2	All observed electrical boxes/switches are covered.	Met	Observed boxes s in general usage areas were in good condition. Need to check a large electrical box in the boiler room for compliance with safety codes.
8.2.3	EXIT signs are prominent and lighted.	Met	
8.2.4	Stair treads and railings are secure and safe.	Met	

8.2.5	Classrooms are of adequate size for their purpose.	Met	
8.2.6	Bathrooms are clean.	Met	
8.2.7	Toilets are operational.	Met	
8.2.8	Bathrooms have sinks with hot and cold water.	Met	
8.2.9	Bathrooms provide soap and towels for hand washing.	Met	
8.2.10	Hallways have an unobstructed clearance of 8 feet.	Met	
8.2.11	Storage areas are in good order.	Met	
8.2.12	Schools maintain appropriate entrance signs and directions. (Need to check into the office and how to get there.)	Met	
8.2.13	All classroom doors can be locked/secured from the inside.	Met	
8.2.14	First floor classrooms should have a means to block sight from those outside the building.	Met	
8.2.15	Paper artwork and teaching materials cover less than 20% of a wall area.	Met	
8.2.16	The interior of the building is clean.	Met	
Section	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.	Status	Comments/Recommendations
8.3.1	Handicapped parking is provided and marked.	Met	
8.3.2	Curb cuts are in an appropriate proximity to handicapped parking.	Met	
8.3.3	Exterior signage is prominent and adequate for emergency vehicles to identify the school.	Met	
8.3.4	Exterior door security is in place at every entry while allowing people to exit whenever the building is occupied.	Met	
8.3.5	Playground equipment is inspected on a regular schedule and a written process is in place to denote possible	Met	Playground inspections are scheduled for January and March.

	safety problems. (Must be documented- checklist).		
8.3.6	The main entrance to the school has an electronic system that controls entry to visitors.	Met	
8.3.7	Shrubs around the building are trimmed within 3' to allow for a good line of sight.	Met	
8.3.8	Exterior lighting is appropriate around entrances, parking and walkways.	Met	
8.3.9	The charter school ensures that an American Flag is displayed in front of each school building.	Met	
Section	8.4 Procedures are in place to ensure safety.	Status	Comments/Recommendations
8.4.1	Emergency exit maps are posted in every occupied room.	Partially Met	Generally in all classrooms. Could not locate a map in the Art room.
8.4.2	Breaker boxes are kept locked and do not allow child access.	Met	
8.4.3	Material Safety Data Sheets are posted where chemicals are stored.	Met	
8.4.4	There were no observed permanent extension cords.	Met	
8.4.5	There is a working system of communication between classrooms and the office.	Met	
8.4.6	There is an appointed district Safety Coordinator.	Met	
8.4.7	A copy of the floor plan is on file with the local police department.	Met	
8.4.8	An alternate building evacuation site is known to adults and parents.	Met	
8.4.9	Visitors are required to check in at the office and receive a visitor name badge.	Met	
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.	Not Applicable /Required	
8.4.11	All bathrooms have the child abuse hotline poster in both Spanish and	Met	

	English.		
	Part 8 General Comments/Recommendations:		
	School officials were prepared for the site visit. Needed documentation following the site visit were provided.		
	The school site was clean and well-maintained. It was evident that student and staff safety and well-being are a high priority for the board and school officials.		

Part 9: Personnel and Payroll Review			
Reviewed by:		Doug Thomas	
Review Date(s):		E Review--April / May	
Section	9.1 Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.	Status	Comments/Recommendations
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.	Met	A salary schedule is utilized for employment and compensation planning.
9.1.2	Yearly board approved contracts are provided.	Met	Contracts are utilized by the school. Five employees were selected for e-file review through shared google docs. All contained a board approved contract and a salary amount that aligned with the published salary schedule.
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.	Met	GPE uses a Memorandum of Understanding (MOU) with support staff to document agreed upon hourly wages.
9.1.4	The school demonstrates proactive staff recruitment that promotes quality instruction.	Met	School officials utilize MOREAP; University websites: KU, NWMSU, Rockhurst, UMKC, & UCM, as well as the GPE school website, to support staff recruitment. The administrator attends career fairs on regular basis.
9.1.5	At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.	Met	15.35 FTE of the 18.10 FTE staff coded 60 (classroom teacher), hold certification--85%.
9.1.6	A master schedule is in place and available.	Met	
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.	Met	Five employee were selected for e-file review. Each employee had current documentation. No concerns noted.

9.1.8	Payroll summaries and personnel rosters were compatible.	Met	Five personnel files were reviewed, cross-referencing individual contract amounts with payroll summaries. All contract amounts were appropriately listed within the contracts. Payroll documentation appears in good order.
9.1.9	Administrators have appropriate certifications for their roles.	Met	Principal is appropriately certified.
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)	Partially Met	Instructional staff for 2019-20 consisted of 23 FTE educators. Of those, 6 FTE did not return for 2020-21 school year. 17 did return--generating a one-year retention rate of 74%. . Previous years staff retention were 48% (2018) and 77% (2019). GPE has "partially met" the criteria for two of the past three years.
9.1.11	The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System.	Met	School leaders utilize the DESE (NEE) model.
9.1.12	Current and historic H.R. records are maintained in a secure location.	Met	Due to the COVID 19, this review was conducted electronically. School officials effectively provided the requested information and were most helpful with the review.
Part 9 General Comments/Recommendations:			
<ul style="list-style-type: none"> • Gordon Parks Elementary demonstrated an effective and well managed system of human resources practices and information management. Staff retention continued to improve. No concerns noted. • GPE demonstrated an effective and appropriately documented system of payroll and benefits. 			

Part 10: Required Training and Drills Review			
Reviewed by:		Mike Ringen/UCM	
Review Date(s):		June 1, 2021	
Section	10.1 Students and/or staff participate in appropriate drills and training.	Status	Comments/Recommendations
10.1.1	All staff is trained annually in/on bullying recognition and response.	Met	Safe Schools Report
10.1.2	All staff is trained annually in/on Sexual Harassment: Staff to Staff.	Met	Safe Schools Report
10.1.3	All staff is trained annually in/on Restraint & Seclusion.	Met	Safe Schools Report
10.1.4	All staff is trained annually in/on FERPA/HIPAA.	Met	Safe Schools Report
10.1.5	All staff is trained annually in/on bloodborne pathogens.	Met	Safe Schools Report
10.1.6	Appropriate personnel are trained in how to respond to bomb threats. (Every 2 Years).	Met	Safe Schools Report
10.1.7	Persons responsible for first aid are trained and given proper equipment and supplies.	Met	
10.1.8	Youth suicide prevention training for middle and High School staff. (Once plus every year thereafter with new staff.)	Met	Completed during pre service - August 14th, 2020 with CARE Team E Linville and P Justus
10.1.9	Regular fire drills are held with a record of date, time, and observations (min 5).	Met	9.10.20 @10am; 11.2.20 @ 2pm; 2.18.21 @2pm, 4.9.21 @10am; 5.12 @11am
10.1.10	Regular tornado drills are held with a record of date, time, and observations (a minimum of 2).	Met	Due to Covid closures, we only had one drill on 5.13.21 @ 1:30pm
10.1.11	Regular intruder drills are held with a record of date, time, and observations (at least 1/yr.).	Met	9.16.20 @ 9am
10.1.12	All staff participated in active shooter training. (In person or online annually.)	Met	Safe Schools Report
10.1.13	A crisis plan is in place and reviewed with staff annually.	Met	Due to Covid plan was revised and presented to staff in July 2020; plan has

			<p>been revisited and revised in August 2020, November 2020, April 2021, and June 2021 as part of the reopening plans as required by DESE and ESSER Monies. The plan will be reviewed again in July 2021 to update with new CDC guidance and procedures in preparation for August opening.</p>
10.1.14	Bus evacuation drills for students K – 6 are conducted at least once each semester.	Met	9.16.20
10.1.15	Two hours of Dyslexia training for all teachers.	Met	8.20.20 - PreService in individual team meetings with Curriculum and Instruction team
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.).	Met	Title - K Lipar-Braman through MCPSA, B Morff; SPED & 504 - K Klaas - monthly meetings with Bailey Geist and Mary Gage; Homeless - M Weaver - DESE webinars, B Morff; ELL - Jennifer Clay & April Maroney; Food Service - Kirsten Lipari-Braman June 2020 Civil Rights
10.1.17	A safety committee meets at least two times each year (administrator(s), teacher(s), nurse, parent(s), etc.).	Met	July and August 2020 weekly to prepare for re opening through pandemic; May 2021 and July 2021 for fall re reopening, building walkthroughs and inspections
10.1.18	Administrative procedures encourage staff to report suspected child abuse and neglect.	Met	
10.1.19	A student code of conduct is made available to students, staff and parents.	Met	These are distributed at Back to School Night on 8.20.20
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).	Met	
10.1.21	All staff is trained annually in accordance with Title IX of the Education Amendments of 1972.	Met	10.21.20 with MCPSA

10.1.22	The school has designated a person for each of the 4 Title IX required roles.	Met	Title IX Coordinator - Kirsten Lipari-Braman; Title IX Facilitator - Jennifer Clay; Title IX Investigator - Pam Justus; Title IX Decision Makers - Kirsten Lipari-Braman, Moira Mulhern, Greg Fowler, Pam Justus, and Jennifer Clay
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.	Met	MOCAP information is featured on all schools webpages. (Met or not Met only.)
Part 10 General Comments/Recommendations:			

Part 11: Student Enrollment and Records Review			
Reviewed by:		Doug Thomas	
Review Date(s):		April / May 2021 (e-review)	
Section	11.1 Student enrollment procedures and recording keeping are appropriately conducted and maintained.	Status	Comments/Recommendations
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.	Met	Enrollment policies and procedures are in compliance with policy and regs. SchoolApp Kc for enrollment and lottery processes. Staff report the system is working well.
11.1.2	Efforts to recruit and serve a diverse population are evident.	Met	School Fairs, open houses on Sat morning, School Smart grant to support recruiting, enrollment postcard resulted from zip code data sort by SchoolApp KC, flyers are put in apartment complexes, different utilities companies, business in area. Applications are in Spanish and English.
11.1.3	The school is at or above 90% of enrollment targets (State % of capacity).	Not Met	Capacity is 180 plus the 8 P-k (188). Current enrollment is at 143, creating a capacity rate of 76%. Recommendation: Recruitment should be addressed in school improvement plan or the school's strategic planning processes. NOTE: GPES Board and Administration indicate higher capacity was not possible due to CDC guidelines and social distancing.
11.1.4	Lotteries are conducted appropriately and school requests attendance by UCM personnel.	Met	GPE utilizes SchoolApp KC for enrolling, maintaining wait lists, etc. Lottery was conducted for Pk and K during March.
11.1.5	Waiting lists are maintained by grade level and appropriate documentation is readily available.	Met	Waitlist are maintained via School App KC. GPE currently has a waitlist for P-K.
11.1.6	MOSIS number is on file on all records (permanent, Special Ed, 504, etc.).	Met	All student records have the MOSIS number included on the file label. The number is included within the material that is copied and forwarded for students moving from the school.

11.1.7	Birth Certificate/Proof of Birth is on file for kindergarten and first grade.	Met	Birth certificates were noted in six of six reviewed student files.
11.1.8	A completed student application is on file.	Met	Completed applications were noted in six of six reviewed student files. Applications were available in English and Spanish.
11.1.9	The date of admission is noted.	Met	Dates were noted on reviewed student files (6/6). The entry dates are included within the electronic data system.
11.1.10	Records/transcripts from previous school are on file.	Met	Data denoting previous schools were included with the application and appropriately completed.
11.1.11	There is proof of residence for the current year (i.e., lease, utilities, etc.).	Met	Proof of residency documents were noted in six of six reviewed student files.
11.1.12	Immunization records are on file.	Met	Medical reports and immunization records were noted in six of six reviewed student files.
11.1.13	Parent and emergency contact information is on file.	Met	Parental contacts and emergency contacts were noted in six of six reviewed student files.
11.1.14	A clear process is in place to up-date parent contact information.	Met	File maintenance and updated was evident. No concerns noted.
11.1.15	There is a record of grades earned.	Met	Grades were noted in six of six reviewed student files.
11.1.16	Discipline records are on file.	Met	Discipline records are kept separate from permanent files. No concerns.
11.1.17	There is a cumulative record of test results.	Met	Yes, as applicable. COVID has disrupted MAP assessment, and thus no documentation was available. No concerns.
11.1.18	Attendance records are on file.	Met	Maintained on grade cards, and included within the student file.
11.1.19	Records are well organized and consistently updated.	Met	Student folders are kept up to date, with regular review. New students are kept in working file until all required items are included.
11.1.20	Schools keep student records in accordance with the general record retention schedule.	Met	Current records are in good shape. Files of graduates are submitted for scanning and permanent electronic filing.
11.1.21	Requests for records are dealt with by one person and are sent in a timely manner.	Met	Front office staff is responsible for maintaining records

11.1.22	The charter school reports school dropouts to the Missouri Literacy Hotline.	Not Applicable /Required	Not applicable. No dropouts to be reported.
11.1.23	MOCAP information is included in parent handbook, registration documents, and “featured” on home page of website (Required by Missouri statutes).	Met	MOCAP information is included on the schools webpages.
Part 11 General Comments/Recommendations:			
This review was conducted electronically due to COVID restrictions. School officials made requested information readily available. Student records appeared to be in good order. Information was readily available and organized.			
1.1.3. GPE is operating at 76% capacity, which is a concern. Recommendation: GPE should develop specific recruitment and retention goals for the school. These goals and subsequent procedures should be included in the school improvement plan.			

Part 12: Special Education Review			
Reviewed by:		Mary Gage	
Review Date(s):		October 6, 2020, January 8 and March 1, 2021	
Section	12.1 Initial File Review	Status	Comments/Recommendations
12.1.1	Referral form is present and dated.	Partially Met	
12.1.2	Name(s) and role(s) of individual(s) making the referral is documented.	Partially Met	
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.	Partially Met	
12.1.4	Date when Procedural Safeguards were presented to parents is present. (5 school days)	Partially Met	
12.1.5	Review of Existing Data form is in file and dated.	Met	
12.1.6	Prior Written Notice (PWN) for evaluation was provided with date of delivery documented.	Met	
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.	Met	
12.1.8	Parent(s) was/were notified of the Eligibility Staffing (Notification of Meeting) with date notified documented.	Met	
12.1.9	Evaluation was completed within 60 calendar days of PWN. (Date documented)	Met	
12.1.10	Evaluation report contains the names and roles of the individuals making the eligibility determination.	Met	

12.1.11	Statements including exclusionary factor specific to - SLD, Autism, SSD, LI-are documented.	Met	
12.1.12	Prior Written Notice for initial services is present and dated.	Met	
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).	Met	
12.1.14	The evaluation report addresses the results of assessments conducted in all areas generally related to the suspected disability.	Met	
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.	Met	
Section	12.2 Reevaluation File Review	Status	Comments/Recommendations
12.2.1	Review of Existing Data (RED) form is present and dated.	Met	
12.2.2	Reevaluation is within three years of the last Evaluation Report (ER).	Met	
12.2.3	Written Notice, when no additional assessment is needed, is completed, dated and provided to parents.	Met	
12.2.4	Date when the parent(s) was/were notified of the Eligibility Staffing is present when additional data was collected.	Met	
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.	Met	
12.2.6	Statement including exclusionary factor specific to-SLD, Autism, SSD, LI-are documented.	Met	
12.2.7	Dated copy of the evaluation report was provided to the parent(s). (Not applicable if no assessments required	Met	

	and eligibility category remains the same as previous eligibility determination.)		
Section	12.3 Individual Education Plan (IEP)	Status	Comments/Recommendations
12.3.1	IEP is current.	Met	
12.3.2	Initial IEP meeting is held within 30 days of the eligibility determination staffing.	Not Met	
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).	Not Met	
12.3.4	Notification of meeting is documented and dated.	Met	
12.3.5	Present Level contains all required components.	Met	
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).	Met	
12.3.7	Present Level drives the goals.	Met	
12.3.8	IEP includes goals that are written in terms that are in SMART format (Specific, measurable, attainable, results oriented and time bound).	Met	
12.3.9	Specific Special Education Services are listed and location of services is documented.	Met	
12.3.10	If student receives related services, they are listed.	Met	
12.3.11	If student requires accommodations and/or modifications, they are noted on the IEP with frequency and location noted.	Met	
12.3.12	IEP addresses the extent of non-participation in regular education and for any child not participating 100% in the regular education	Met	

	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.	Met	
12.3.14	Parent provided a dated copy of the IEP (generally 20 days).	Met	
12.3.15	Special education services and goals match.	Met	
Section	12.4 Transfer File Review	Status	Comments/Recommendations
12.4.1	Enrollment date is noted.	Not Met	
12.4.2	Documentation, if appropriate, is present and dated that Agency Officials conducted interviews with sending school.	Not Met	
12.4.3	Agency acceptance or rejection of the IEP is noted.	Not Met	
12.4.4	If IEP was rejected; the date new IEP was developed is documented.	Not Met	
12.4.5	Agency acceptance or rejection of the Evaluation Report is noted.	Not Met	
12.4.6	If Evaluation Report was rejected date of initiation of new evaluation and date completed is documented.	Not Met	
Section	12.5 Transition	Status	Comments/Recommendations
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.	Not Applicable /Required	No student 16 or older
12.5.2	Notification of meeting includes post-secondary transition as one of the purposes.	Not Applicable /Required	
12.5.3	Evidence exists that the student was invited to the IEP Team meeting where transition services were discussed.	Not Applicable /Required	
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	Not Applicable /Required	

	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.	Not Applicable /Required	
12.5.6	Appropriate measurable postsecondary goals are noted.	Not Applicable /Required	
12.5.7	Post-secondary goals are updated annually.	Not Applicable /Required	
12.5.8	Evidence exists that measurable post-secondary goals were based on age appropriate transition assessment.	Not Applicable /Required	
12.5.9	Transition services in the IEP reasonably enable the student to meet his/her postsecondary goals.	Not Applicable /Required	
12.5.10	IEP includes multiple year courses of study that will reasonably enable the student to meet his/her post-secondary goals.	Not Applicable /Required	
12.5.11	Annual IEP goals relate to the student's post-secondary transition goals.	Not Applicable /Required	
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.	Not Applicable /Required	
Section	12.6 Discipline	Status	Comments/Recommendations
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	Not Applicable	

	determined.	/Required	
	Part 12 General Comments/Recommendations:		
	<p>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 9/22/20)</p>		
	<p>View the 2020-2021 Special Education narrative for additional details: https://docs.google.com/document/d/1W6S7ROfVDc_3</p>		