A regular meeting of the Governance Committee of the Board of Directors of Ewing Marion Kauffman School, Inc., a Missouri nonprofit corporation exempt from federal taxation under Internal Revenue Code § 501(c)(3), was held at the Ewing Marion Kauffman Foundation in Kansas City, Missouri on May 11, 2020, pursuant to public notice provided at least 24 hours in advance. Due to shelter in place and emergency declarations for Kansas City, Jackson County, and the State of Missouri because of the coronavirus and COVID-19, the meeting was held using audio-video technology with a link provided in the notice and with opportunities for all to hear and be heard and see and be seen.

Participating via Zoom technology such that all could hear and be heard and had the option of seeing and being seen were Joe Allen, Gloria Jackson Leathers, Aaron North, and Maurice Watson.

Also participating from the School such that all could hear and be heard and have the option of seeing and being seen were John Tyler, Secretary and General Counsel; and Katie, Pasniewski, Chief Operating Officer.

No community members were present.

Mr. North chaired the meeting and Mr. Tyler served as secretary. Mr. North called the meeting to order at 5:06 pm. and welcomed those in attendance.

Mr. North previewed the agenda.

After discussion and upon motion duly made (Jackson Leathers) and seconded (Watson), the committee unanimously approved the minutes from its meeting of November 11, 2019.

Ms. Pasniewski explained the sponsor’s request that the School certify that its leaders and board certify compliance with the Families First Coronavirus Response Act, including its Emergency Family and Medical Leave Expansion Act and Emergency Paid Sick Leave Act components. She explained steps School leadership has taken and will take to ensure compliance, including engaging Phil McKnight at Stinson and Kim Jones from Seyferth as outside counsel and other steps to ensure compliance to date and into the future. No one has requested leave under the EFMLEA. Discussion occurred throughout.

After discussion and upon motion duly made (Watson) and seconded (Jackson Leathers), the committee unanimously recommended that the board approve a resolution instructing management to comply with the FFCRA, including EFMLEA and EPSLA, regularly report on such compliance, and its satisfaction with the current report from management.

Ms. Pasniewski presented its alternative methods of instruction plan documenting the School’s approach to virtual learning consistent with guidance provided by the Missouri Charter Public School Commission. Discussion followed.
After discussion and upon motion duly made (Jackson Leathers) and seconded (Watson), the Committee unanimously approved recommending that board approve the alternative methods of instruction plan as presented by leadership and attached hereto as Exhibit A.

Mr. North explained the need for committee and board approval for beginning the process of renewing its charter with the Missouri Charter Public School Commission.

After discussion and upon motion duly made (Allen) and seconded (Watson), the committee unanimously recommended to the board that the School pursue renewing its charter with the Missouri Charter Public School Commission

There being no further business, the meeting adjourned at 5:28 pm.

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John Tyler, Secretary
Spring 2020 Alternative Methods of Instruction Plan

This document details the virtual learning plan implemented in Spring 2020 in response to extended school closures due to COVID-19.

Instructional Delivery Plan

Device & Connectivity Support

Prior to spring break, we distributed Chromebooks to 100% of high school students. In early April, we purchased and distributed Chromebooks to 100% of middle school students.

During spring break, we gathered student connectivity data from families, and in subsequent weeks, implemented a plan to ensure 100% of our students had Internet access at home. 100% of families had Internet access at home prior to the launch of virtual instruction.

We have implemented a Help Desk solution for students and families to address ongoing device and connectivity issues as well as student and family technology skill gaps in an effort to ensure there are no barriers to accessing virtual instruction.

Platforms

We are utilizing the Google Classroom and Zoom platforms for virtual instruction. Students with IEPs and English Learners are also utilizing the Reading Horizons platform to supplement their instruction. All students were provided with a KauffmanSchool.com email address through Gmail.

High School

During the week following spring break, we launched asynchronous virtual instruction for our High School students. Teachers uploaded videos and assignments and students engaged in lessons on their own schedule, with the expectation that they submit completed assignments by the daily deadline.

Beginning April 20, we launched synchronous virtual instruction for our High School students. Students are engaged in synchronous virtual instruction daily beginning at 8 AM and continuing through mid-afternoon, with the exact end time depending on the student’s grade level and support needs. Students receive daily instruction in all core contents.

Middle School

Prior to April 20, we mailed weekly work packets to all our Middle School students. Packets were created by content teachers and were aligned to the content that would have been taught in class if school was in session. Teacher phone numbers were provided in all packets, and teachers provided students and families with one-on-one and small group support over the phone.

The week of April 13, we launched a technology prep week for our Middle School students. During the week, students completed technology-focused lessons that were aimed to prepare them for
synchronous virtual learning the following week. Students completed tech lessons in addition to their content work packets.

Beginning April 20, we launched synchronous virtual instruction for our Middle School students. Students are engaged in synchronous virtual instruction daily beginning at 8 AM and continuing through mid-afternoon, with the exact end time depending on the student’s grade level and support needs. Students receive daily instruction in all core contents.

**Student Performance**

Teachers monitor assignment completion daily and input completion data into the gradebook by 12 PM the following day. Completion is evaluated against standards defined by the teacher. Instructional Coaches ensure consistency in completion data by aligning with all teachers on completion standards. Completion standards are communicated to students with each assignment.

Teachers grade assignments against accuracy-based grading norms in place prior to the start of virtual learning. Instructional Coaches ensure consistency in grading by aligning with all teachers on grading norms and regularly monitoring gradebooks.

In high school, students receive a weekly completion grade and two accuracy grades per class per week. In middle school, students receive a weekly completion grade, and accuracy grades are aligned with the point values defined in our grading policy.

Teachers update gradebooks by 5 PM on Monday, and families and students can access current grades through the PowerSchool Parent Portal.

**Student Attendance**

We track attendance for each class period. To confirm their attendance in a virtual class, students must submit a unique Google Form, the link to which is provided by the teacher in the Zoom chat. Students must be present in the Zoom classroom to access the attendance link. We further confirm attendance through visual checks, Zoom roster downloads, and teacher confirmation. Student non-attendance is reported to families via phone calls and emails. Families have an opportunity to proactively report a planned absence from virtual instruction, and these absences are excused.

**Special Education & English Learning Programming**

All Special Education and English Learners participate in virtual instruction.

When we were providing weekly work packets, middle school students with IEPs and 504s received accommodated and/or modified packets that reflected the accommodations and/or modifications detailed in their IEPs or 504 Plans.

During asynchronous virtual learning, high school students with IEPs and 504s were assigned accommodated and/or modified assignments that reflected the accommodations and/or modifications...
detailed in their IEPs or 504 Plans. Learning Support Specialists also provided one-on-one and small group support to students during asynchronous virtual learning.

With the shift to synchronous virtual learning all students with IEPs and 504s continue to be assigned accommodated and/or modified assignments that reflect the accommodations and/or modifications detailed in their IEPs and 504 Plans. Learning Support Specialists provide push-in and pull-out support in virtual classrooms.

All students who receive occupational therapy and speech & language therapy have been provided with materials to continue their therapy and have been offered virtual therapy services.

For every student with an IEP, we are maintaining a DESE-provided Continuity of Instruction and Individual Education Program (IEP) Implementation Plan to record the delivery of services and track service minutes. These plans are updated by Learning Support Specialists as services are added or modified, and the plans are maintained in SpedTrack.

**Staff Support & Development**

*Staff Support*

We hold a daily virtual staff huddle in school teams. Key information for the day is shared during this meeting, and is also provided in writing in a daily huddle document. Content teams meet with their Instructional Coach and/or Principals weekly. We hold virtual professional development sessions targeted specifically to support teachers with virtual learning priorities on Friday afternoons. We offered a Staff Wellness session, led by a licensed clinical Social Worker, in late April and intend to offer additional programming based on staff survey responses.

*Teacher Performance*

Our school leadership teams – including Principals, Instructional Coaches, Deans Grade Level Content Leaders, and Grade Team Chairs – conduct daily “walkthroughs” of virtual classrooms. During walkthroughs, leaders observe instruction, review materials, and observe virtual classroom culture, and provide live coaching to the teacher.

**Student and Family Support**

*Family Communication*

We communicate daily with students and families through a combination of robo-dials, emails and social media posts. The school’s main phone number is forwarded to a staff member who answers and routes calls to the staff member best positioned to provide support. We’ve provided families with the phone numbers and email addresses of all teachers, school leaders, and administrative staff. We have updated our staff expectations for family communication relative to extended school closure and virtual learning.
Meal Distribution

Kauffman School began to prepare and distribute student meals on Monday, March 23rd and intends to continue distribution throughout the school closure period. Meals (breakfast and lunch) are prepared at the Kauffman School by the school’s food services employees. Meals are available to any person 18 or under in the community; children do not need to be Kauffman School students to receive a Kauffman School-prepared meal.

Meals are distributed Monday – Friday from 10:30 AM – 12:30 PM at the school and from school buses at seven other locations throughout the city. If a family is unable to travel to a distribution site, we follow up to coordinate door-to-door delivery.

Supporting Homeless Students and Vulnerable Populations

We have asked teachers to be observant of any students whose circumstances or communication may reflect potential homelessness or other vulnerability and to pass along any concerns to our Social Work Team.

We are supporting homeless students in several ways, including:

- Providing meals through delivery to any location.
- Ensuring students have access to quality virtual instruction by providing a Chromebook and Internet hotspot if the student is not residing in a location with Internet access.
- Connecting students to our Social Work Team who can then connect families to community resources.

Our Social Work Team connects weekly with the DSS case managers of any students for whom a DSS case is active.

We have updated our 40-page community resources manual, and have made this manual available to staff and families.

Supporting Students’ Mental Health Needs

Our Social Work Team continues to hold virtual sessions with all students on their caseload. Students can request a check-in outside of their scheduled session by contacting their Social Worker. Teachers and families can also request a check-in on behalf of a student by emailing the Social Work team.

Calendar & Event Updates

Calendar Overview

We have not made changes to our 2019-2020 school calendar as a result of school closure.

Graduation Plans

We will hold a virtual graduation ceremony on Wednesday, May 20 at 6 PM.