



# Crossroads Charter Schools

## Crossroads Charter Schools Monthly Board Meeting

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### **Date and Time**

Monday October 26, 2020 at 5:00 PM CDT

### **Location**

816 Broadway Blvd. Kansas City, MO 65105

Join Zoom Meeting

<https://zoom.us/j/99773886067?pwd=NStrSGNDbDg4N21NYmJTYVVZOWQyZz09>

Meeting ID: 997 7388 6067

Passcode: CCS

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This Agenda has been posted on Friday, October 23rd, 2020

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### **Agenda**

#### **I. Opening Items**

- A.** Call the Meeting to Order
- B.** Record Attendance
- C.** Approve Meeting Agenda
- D.** Approve Meeting Minutes

Approve minutes for Crossroads Charter Schools Monthly Board Meeting on September 28, 2020

**II. Public Forum**

**A. Public Comment**

Up to 3 guests will have the opportunity to provide public comment. Each individuals comment will be limited to three minutes.

**III. Educational Excellence**

**A. School Reopening Plan - Review**

**B. Transgender Policy**

**C. Virtual Attendance Policy**

**IV. Finance**

**A. September Financials**

**B. September Check Register**

**V. Governance**

**A. Board Meeting Calendar Changes**

Move December 28th meeting to December 14th.

**VI. Closing Items**

**A. Adjourn Meeting**

# Coversheet

## Approve Meeting Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Crossroads Charter Schools Monthly Board Meeting on September 28, 2020

APPROVED



## Crossroads Charter Schools

### Minutes

#### Crossroads Charter Schools Monthly Board Meeting

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**Date and Time**

Monday September 28, 2020 at 5:00 PM

**Location**

816 Broadway Blvd. Kansas City, MO 65105

Meeting ID

[meet.google.com/xaa-hnuh-jms](https://meet.google.com/xaa-hnuh-jms)

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Phone Numbers

(US) [+1 240-587-5968](tel:+12405875968)

PIN: 335 758 900#

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This Agenda has been posted on Friday, September 25, 2020

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**Trustees Present**

C. Benner, G. Valdovino, J. Williams (remote), L. Weekly (remote), P. Hardwick

**Trustees Absent**

*None*

**Trustees who arrived after the meeting opened**

P. Hardwick

**Trustees who left before the meeting adjourned**

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P. Hardwick

### **Guests Present**

D. Johnson, D. Yoder, M. Strohschein, T. McDowell

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## **I. Opening Items**

### **A. Call the Meeting to Order**

G. Valdovino called a meeting of the board of trustees of Crossroads Charter Schools to order on Monday Sep 28, 2020 at 5:03 PM.

### **B. Record Attendance**

### **C. Approve Meeting Agenda**

L. Weekly made a motion to Approve Agenda.

C. Benner seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **D. Approve Meeting Minutes**

C. Benner made a motion to approve the minutes from Crossroads Charter Schools Monthly Board Meeting on 08-24-20.

L. Weekly seconded the motion.

The board **VOTED** unanimously to approve the motion.

## **II. Public Forum**

### **A. Public Comment**

Board listened to public comment from attending guests.

## **III. Educational Excellence**

### **A. Updated School Reopening Plan**

Chart added to page 4 of the Reopening Plan.

On page 6 the Family Screening Questionnaire added.

L. Weekly made a motion to approve changes to School Reopening Plan.

J. Williams seconded the motion.

The board **VOTED** unanimously to approve the motion.

P. Hardwick left.

L. Weekly made a motion to approve continuing 100% virtual learning and to reevaluate at October Board meeting.

C. Benner seconded the motion.

The board **VOTED** unanimously to approve the motion.

Discussion of creating a Board COVID Response Committee.

L. Weekly made a motion to Create Board COVID Response Committee.

C. Benner seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **B. Updated Return to Work Plan**

Similar additions to Return to Work Plan as School Reopening Plan

P. Hardwick arrived.

J. Williams made a motion to Approve changes to Return to Work Plan.

P. Hardwick seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **IV. Finance**

#### **A. August Financials**

YTD Revenue: 2,186,137

YTD Expense: 2,726,408

YTD Net: (504,271)

#### **B. August Check Register**

C. Benner made a motion to Approve August Check Register.

L. Weekly seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **V. Special Education Compliance**

#### **A. Special Education Compliance Plan**

Tysie explained why the school has chosen the States plan in years past.

L. Weekly made a motion to Approve to use the States Special Education Compliance Plan.

C. Benner seconded the motion.

The board **VOTED** unanimously to approve the motion.

### **VI. Closing Items**

#### **A. Adjourn Meeting**

C. Benner made a motion to adjourn meeting.

L. Weekly seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:25 PM.

Respectfully Submitted,  
M. Strohschein

# Coversheet

## School Reopening Plan - Review

**Section:** III. Educational Excellence  
**Item:** A. School Reopening Plan - Review  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CCS Reopening Plan 2020-2021.docx





# Crossroads Charter Schools

## COVID-19 Reopening Plan 2020-2021

## Introduction

In the spring of 2020, The Crossroads COVID-19 Planning Committee was established with the goal of creating a Reopening Plan for the 2020-2021 school year. This committee has been seeking ongoing guidance of local and state organizations and leaders, including the Kansas City Health Department and the Missouri Department of Elementary and Secondary Education. With this information the committee is continuing to work diligently to develop a strategy that allows for flexibility, transparency and prioritizes the health and safety of our community.

In order to do that, Crossroads will be offering 100% Virtual education for it's August Jumpstart that runs from August 10 through September 4. Although students will not be in the building during these times, their class participation and coursework will be tracked by their teachers. There are some limited circumstances for which students will need to be in the buildings. If your student needs to come to school you will be contacted by a Crossroads staff member. For more information about August Jumpstart, please read [this July 20 communication from school leadership to all families](#).

Additionally, the Crossroads administration recommended to the board of directors and they approved on August 10 that our 1st Quarter (September 8 - October 15) will be conducted 100% Virtual. This is a very difficult decision, but due to the recent and significant increase of COVID-19 cases in Kansas City, we believe it is the best option to keep students and staff safe.

Most recently, Crossroads administration will be recommending to the board of directors on September 28 using refined reopening criteria that all schools stay 100% Virtual into the second quarter. We will also ask them to re-evaluate our reopening criteria and learning models at each monthly board meeting. Any decisions they make will go into place two weeks after the meeting.

Despite learning virtually, Crossroads is continuing to prepare our facilities, practices and routines to support students when they return; however the committee recognizes that some families may not be comfortable with their child physically returning to the school while the pandemic continues. The committee has developed two options for our families. Families have the option of enrolling their children in the Hybrid model where their child will attend in person one week and will have Virtual school the alternate week. Or families have the option to enroll their child in the 100% Virtual model where their child will take classes online from home.

Based on insights and resources from practitioners and experts, plus feedback from families and staff, we have created this Reopening Plan with the aim to provide equitable education to all students. We understand there are unique challenges to serving already vulnerable students and families, thereby compounding the equity implications of the pandemic. Using equitable and innovative approaches, we have an opportunity to design new solutions that better meet the needs of all learners.

Our Reopening Plan goals are:

- To maintain the health, wellness, and safety of the entire school community
- To maximize student learning and ability to thrive
- To support educators to adapt and respond to unique needs of students and their families
- To secure a strong financial and operational future



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## Reopening Phases

Crossroads Charter Schools will use the following color-coded, phased approach to reopening our school buildings.

- 100% Virtual
- Hybrid
- In-Person

Crossroads will move between phases, based on reopening criteria defined by the COVID-19 Planning Committee. The reopening criteria is defined in the following chart:

CCS Gating Criteria	Green Zone	Yellow Zone	Red Zone	Current Data
<i>(KCPS ZIP codes data from KCHD should be used)</i>				
Total new cases per 100,000 in the previous two weeks	<50	51-200	201 or more	<b>264.78</b>
Positivity Rate: percent of tests that return positive over the previous two weeks	< 5%	5-10%	≥10%	<b>10.20%</b>
Trend in Incidence Rate (change in 2-week period)	decreasing by -5% or more	Between -5% and 5% change	increasing by more than 5% or more	<b>11.40%</b>

*\*Current Data Updated: 10/02/2020*

Please note: These criteria will be our first and primary guides in making decisions about our models of learning and reopening buildings. Other factors may also weigh into our decisions.

Below are the descriptions of each phase related to this criteria. Crossroads will consider moving between phases monthly at each month’s board meeting. Board meeting dates and agendas can be found on the website. With any of these models, we will continue to practice the operational, health and safety precautions outlined in this plan.

### 100% Virtual

In this phase the Crossroads administration, in consultation with the KCMO Health Department; the City of Kansas City, MO; the Department of Elementary and Secondary Education (DESE) and other federal, state and local officials, will provide education only through a 100% Virtual model. All students will learn virtually and staff will have the option to work remotely based on guidelines outlined in the Crossroads Return to Work Plan. Based on state and local mandates, it may be necessary to require that everyone work from home during the 100% Virtual phase. You can read more about this option in the CCS Virtual Learning Model section of this plan.

### Hybrid Learning



In this phase the Crossroads administration, in consultation with the governmental entities listed above, will provide education through a Hybrid Learning model. Families will have the option of enrolling their children in the Hybrid model where their child will attend in person one week and will have Virtual school the alternate week. During this phase families will retain the option to enroll their child(ren) in the 100% Virtual model where their child will take classes online from home. You can read more about this option in the CCS Hybrid Learning Model section of this plan.

### **In-Person Learning**

In this phase Crossroads administration, in consultation with the governmental entities listed above, will provide In-Person Learning to all families who choose it. Families will also be allowed to keep or enroll their students in a 100% Virtual model. The In-Person Learning model will mostly be a resumption of traditional Crossroads classroom learning. However, depending on health conditions, we may continue to practice some of the social distancing, hygiene and mask wearing practices of other phases. We will only consider this model once COVID-19 public health concerns are significantly reduced.

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## Risk Mitigation

- **Screening for Symptoms:**

Your child must stay home if sick. Each morning, Crossroads families must self-screen their students using the screening questionnaire below. The screening should be completed before putting students on the bus or dropping them off at school.

- **CCS Family Screening Questionnaire:**

- **Within the past 14 days, has your student been within 6 feet of anyone who you know has a current COVID-19 diagnosis, including anyone in your household?**
- **Has your student or anyone in your household had a positive COVID-19 test in the last 14 days?**
- **Is your student or anyone in your household awaiting the results of a COVID-19 test or currently being evaluated for COVID-19?**
- **Does your student have any ONE of the following COVID-19 symptoms that is not caused by another underlying medical condition?**
  - **New Cough**
  - **Shortness of breath or difficulty breathing**
  - **Recent onset of loss of taste or smell**
  - **Fever (100.4 or higher) or chills**
  - **Vomiting or Diarrhea**
- **Does your student have TWO OR MORE of the following COVID-19 symptoms that are not caused by another underlying medical condition?**
  - **Fatigue**
  - **Muscle or body aches**
  - **Headache**
  - **Sore throat**
  - **Congestion/ runny nose**

If you answered YES to any of these questions, DO NOT send your student to school. Please contact your student's school nurse and the front desk to inform them. They will give you information on next steps. [This chart outlines the recommended response for COVID-19 symptoms and exposure.](#) School nurses will utilize the chart linked above when counseling students and families on next steps. We will update this as guidelines change.

- **Social distancing:**

We will take steps to promote social distancing, although it will not always be possible to keep everyone six-feet apart. This could look different at each school, due to the differences in the spaces, and it could include:

- Rearranging furniture and equipment to move students farther apart and with all facing in the same direction
- Replacing multi-student tables with individual desks to spread students apart.
- Changing arrival and dismissal procedures to use multiple entrances and reduce crowding at the doors. More details will be provided by each school prior to implementing the Hybrid Model.
- Stagger schedules when students are having bathroom and water breaks
- Stationary class groups, where students stay in one spot and the teachers move

- **Contact Tracing**

Crossroads will have its own staff members who are familiar with the principles of contact tracing in order to rapidly facilitate identification of exposed students and staff and assist local health departments. Designated staff will train online through the Johns Hopkins Coronavirus Resource Center.



Once Crossroads is informed that a staff member or student has been diagnosed with COVID-19, the contact tracers will identify any staff members or students who could be considered close contacts based on when that individual was last in the building, classroom layouts, schedules, etc. They will also immediately notify the Kansas City Health Department and provide the required information concerning the individual with the COVID-19 positive test and any possible exposed persons.

The contact tracers will also notify all possible close contacts, so they can be immediately dismissed or excluded from school until they receive further instructions from the Kansas City Health Department. They will also be informed that they can not return to school until their quarantine is complete. All school privacy requirements will be maintained.

Staff and students who were exposed to COVID-19 will receive specific notification to this effect. Crossroads will also notify staff, students and parents/guardians that a person in the school was diagnosed with COVID-19. To protect privacy, every effort will be made to keep the identity of the COVID-19 positive person private from other staff and students.

- **Masks:**

All staff will be required to wear a mask or beekeeper face shield (this is the only style of face shield that is deemed appropriate without a mask as well) that will be provided by Crossroads.

All students will also be required to wear a mask, especially when social distancing is difficult. Masks should be worn at all times EXCEPT while: eating, drinking, and during active outdoor recess, outdoor physical education activities and indoor physical education while maintaining physical distancing of six feet. We will provide each child with three reusable masks, but they may use their own if they prefer. Crossroads reserves the right to move students who refuse to wear masks to the 100% Virtual model.

Students or staff who cannot wear a mask for medical reasons must submit a note from their health care provider to their school's nurse describing the reason for requiring an alternative face covering or an exception to the mask requirement. The school nurse will then evaluate this documentation and determine with help of building administration if an alternative face covering is appropriate and safe.

- **Handwashing:**

Hand washing and/or sanitizing will happen as students arrive at their classroom at the beginning of the day. From there, we will be requiring students and staff to practice proper hand washing techniques at regular intervals throughout the day. We will also supply hand sanitizer in classrooms and at sanitizing stations that are being installed throughout the buildings. When possible, "hands-free" products, like soap dispensers and sinks, will be in place to reduce risk of spreading germs.

- **Cleaning:**

We are increasing our cleaning schedule to include sanitizing common surfaces and disinfecting shared materials multiple times per day. We will provide cleaning and sanitizing supplies throughout our schools. Our cleaning techniques and procedures will be based on current Kansas City Health Department recommendations. Shared objects, including but not limited to desks, chairs, and shared school supplies, will be disinfected in between uses by students. At the end of each week, cleaning staff will do a more thorough cleaning and disinfection of all buildings.

- **Air Quality:**

Updates to the HVAC systems have been done where possible in all three buildings, including increasing the rate fresh air will be brought in. Observation rooms, where ill students will wait to be picked up to go home, will all have their own air purifiers with HEPA filters that will circulate the air at least four times an hour.



- **Transportation:**

Please consider taking your child to school instead of sending them on the bus. We will not be able to provide social distancing on the buses, but we will take as many precautions as possible:

- Students will be required to wear masks.
- Students will be seated one family per seat
- Drivers will wear masks when students are on the bus.
- Hand sanitizer will be available on all buses
- We will open windows when possible.
- Apple Transportation will train drivers about health and safety precautions for COVID-19
- Apple Transportation will disinfect all surfaces on the buses at the end of each route.
- Each student will be assigned a seat on their bus, with siblings sitting together when possible. The seat behind the driver will remain empty.
- Apple Transportation will assign drivers to a single bus, with the exception of substitute drivers

- **Student Training:**

We will train all students on health and safety during this COVID-19 pandemic. This will include information from public health officials about handwashing, social distancing, covering coughs and other respiratory hygiene, staying home and avoiding face-touching.

- **Visitors:**

During this time, visitors are not allowed into the schools beyond the front reception areas. Meetings between parents and staff will occur remotely. Contracted service providers will follow the same health protocols as staff. Volunteers for specific projects may be allowed but will not have contact with students. These volunteers must receive prior approval from school administration.

- **Assemblies:**

We will not have any assemblies during this time.

- **Physical Education & Music:**

We are reorganizing PE so we can keep the students farther apart. Music teachers will focus primarily on music that can be done safely, based on DESE and CDC guidance, this school year. Please continue to watch for upcoming communications with additional details.

- **School Nurses:**

We have nurses at each of our schools, and they will monitor information from public health officials and track student absences.

To ensure nurses can be available to assist those who might have COVID-19 symptoms, we may not be able to send students with minor health concerns to the nurse's office. This could include paper cuts, minor headaches, minor fatigue, bug bites and mild stomach aches. When available, school nurses may alternatively come to the classroom to assist students as needed. If students have anxiety, stress or other, similar symptoms, we will refer them to the counselor or another professional in the school.

- **Reducing shared School Supplies:**

We will reduce sharing of school supplies, and we will frequently disinfect the supplies we must share.

- **Backpacks:**

Students will store their personal belongings in their backpacks at CS and QH and in their lockers at CPA.

- **Water:**

Please send your child with a water bottle they can fill from one of our hands-free





water fill stations or at a water fountain. Drinking directly from water fountains will be prohibited.

- **Food Service:**

Crossroads will continue to provide nutritional, well-balanced meals for students through our vendor, American Food & Vending (AFV). All AFV staff will wear gloves and masks during food preparation and service. As we've always done at the elementary schools, meals will be brought to classrooms where students will eat. Students at CPA will now also be having their meals in classrooms. We will not allow any sharing of food during this time, this includes the sharing of birthday treats.

- **Extracurricular activities:**

Crossroads extracurricular activities will be limited. Please see the CPA Athletics Return to Participation Plan for more details on athletics.

- **Online Student Privacy**

Crossroads is committed to maintaining our students' privacy when they are learning online. Whole group lessons and class meetings conducted in Zoom will be recorded by Crossroads so that students who are unable to participate at the time the lesson is being taught can view the same material later.

If parents/guardians prefer to shield their children's identity, students can participate in Zoom group lessons and class meetings without video and have the option of shielding their children's name during Zoom group lessons and classroom meetings. If you choose either of these options please sign [this opt-out waiver](#) and share it with your student's teacher. Your student's teacher will assign an online identification for your student to use on Zoom calls so that the teacher can identify that your student is present. The parents/guardians and students will be responsible for implementing the necessary controls (e.g. turning off video) during the Zoom lessons and meetings.

Crossroads will be providing the Zoom Classroom and Google Classroom access information only to members of each specific class. To protect students' privacy, parents/guardians and students should not share the access information. Parents and other caregivers are welcome to observe virtual classes, but have a responsibility to protect student privacy and the learning environment by following these guidelines:

- Non-students wishing to observe a virtual classroom session should email the teacher in advance with a request to observe.
- Non-students observing a virtual classroom session will not participate in the lesson or ask questions of the teacher during the lesson.
- Students and non-students observing a virtual classroom session should not share or record any personally identifiable information about other students that is disclosed during the lesson.
- Any questions or concerns that a parent/guardian may have can be communicated to the teacher outside of the virtual classroom setting.

Please see our [Virtual Education Observation Policy](#) for additional information.

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## COVID-19 Symptoms and Exposure

- **Assessing Symptoms:**

The school nurses will use their professional judgement to evaluate a person's symptoms and make a determination if the student or staff member should return to their home. The nurse's evaluation will not necessarily rely on one single symptom. For example, after considering all the symptoms, a student may still be sent home even if a student's temperature does not reach the American Academy of Pediatrics' recommendation of 100.4 F

- **Nursing Safety Precautions:**

Our school nurses will use CDC-recommended personal protective equipment (PPE) when working with a student or staff member with COVID-19 symptoms, and the nurse will work to keep the person with symptoms separated from everyone else until they can carefully leave the school.

- **Medical Care and Follow up:**

The school nurse at each building will recommend individuals follow up with their licensed medical provider, as well as the health department as needed.

- **If a Student or Staff Member Gets a COVID-19 Diagnosis:**

If a student or staff member receives a positive COVID-19 diagnosis or a healthcare provider diagnoses presumptive COVID-19, we will follow these guidelines:

- If the student receives a positive diagnosis and was in a building during that same week, the cleaning staff will be instructed to do a full cleaning of all the classrooms that student was in while they were infectious.
- All high-touch surfaces, including desks, will already have been disinfected at least once each day. If multiple classrooms are impacted and Crossroads is unable to effectively teach students in the building it may be necessary to close the building and move all classes to Virtual Learning until the spaces can be cleaned.

- **In Case COVID-19 Spreads in Our Community:**

If there is community spread of COVID-19 within a school, we will follow public health guidelines and recommendations to determine whether to close a school, close particular classrooms, or cancel other activities.



## Academic Models

### CCS Hybrid Learning Model

In this model, scholars are alternating weekly between on site and virtual learning.

#### Rationale

This structure increases safety by limiting exposure in the span of the week. Additionally, it creates longer routines for scholars, families, and staff, and allows for deeper continuous learning.

#### Vision and Goals

Our ultimate focus is to position our community to thrive in the midst of Covid. Through re-inventing our approach to school, we will prioritize the following goals:

- Create a safe and healthy community through additional protocols, processes, and a focus on social-emotional learning.
- Ensure educational equity through addressing learning needs
- Increase parent partnership through clear communication, teamwork, and collaboration
- Build teacher skills while prioritizing sustainable work loads

#### Structure

- Each class is divided into 2 groups: 1 group attends in person for a full week, and is virtual the following. The 2nd group follows the opposite schedule.
  - Prioritized considerations in creating groups:
    - All siblings/household members come on the same week
    - All students w/ IEP come on the same week and have virtual the opposite week
      - RISE students will be serviced daily on site. In the event that the district shifts to a 100% virtual model for all students, RISE students will receive services virtually as outlined in their IEP
    - All students w/ ELL services come on the opposite week as students with IEPs
    - As feasible, family requests are honored (being on the same schedule as another family)
- At any given point approximately 50% of students are in school at any given time.
- To help facilitate options for families for their children when they are on their virtual week, Crossroads is coordinating with community organizations such as Boys and Girls Club, Upper Room, Operation Breakthrough, Parks and Rec, etc.

#### Grading

Crossroads will continue utilizing a standards based grading system. The primary goal of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based grading and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards. In addition to standards based grading, we will also assign a traditional letter grade for 6th-12th students.



## CCS Virtual Learning Model

In this model, scholars are in 100% Virtual learning.

### Rationale

This structure offers the highest safety standard by eliminating student/staff exposure on site. By scheduling daily interactive time with staff, students can maintain the connection and relationship with the school community.

### Vision and Goals

Our ultimate focus is to position our community to thrive in the midst of Covid. Through re-inventing our approach to school, we will prioritize the following goals:

- Ensure educational equity through addressing learning needs
- Increase parent partnership through clear communication, teamwork, and collaboration
- Build teacher skills while prioritizing sustainable work loads

### Structure

K-12 students who select the 100% Virtual Model will have a combination of set class times for direct instruction and assignments to complete at their own pace. Each day Crossroads' staff will offer interactive time with students.

### Grading

Crossroads will continue utilizing a standards based grading system. The primary goal of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based grading and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards. In addition to standards based grading, we will also assign a traditional letter grade for 6th-12th students.

## Key Components of Virtual Learning at CCS

Students will be able to access all key components of learning whether in the Hybrid model or 100% Virtual model.

Synchronous Instruction	Live instruction in the classroom. Students are able to join instruction in real time via live streaming, Zoom, Google Hangouts, etc. This applies to both classroom lessons and small group interventions. Both live streaming and recording will be happening during this time. Students with no signed media release form will not be shown and will be asked not to show their image during virtual sessions.
Asynchronous Instruction	Instruction available anytime. Students are able to work at their own pace by utilizing teacher recorded lessons, posted assignments, videos, etc.
Social Emotional Support	Attention to mental and emotional health. Students are able to practice mindfulness strategies, participate in teletherapy, small group counseling, etc.



Exploration	Student voice and choice. Students are able to participate in specials/electives, passion projects, and real world learning.
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## Technology

All students will have access to an iPad and a Hotspot to ensure connectivity during Virtual Learning. The table below provides a list of contacts in the event that you have a technology related question or concern:

Issue	Contact	Phone / Email / Address
Questions regarding iPad apps?	<b>Allison Bucklew</b> Data and Technology Manager	ABucklew@crossroadsschoolskc.org
Connectivity Issues?	<b>K-12 ITC</b> Helpdesk	(816) 382-4840
Repairs?	<b>*Mobile Revive</b> (see below for information regarding repair services)	816-646-5292 544 Westport Rd, Kansas City, MO 64111

**\*Please note that device repair expenses due to damage are not covered by Crossroads Charter Schools. Families are responsible for the cost of the repair, as well as, transportation to Mobile Revive. Be sure to alert Mobile Revive that the device belongs to Crossroads Schools so that you receive the Crossroads family discount.**

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## Focus on Equity

The systemic failures that hindered students of color, students in poverty, and students with special needs before the COVID-19 crisis are being exacerbated by greater threats to health, safety, and belonging. Communities of color are already experiencing disproportionate impacts as well as racism and xenophobia. Students are likely to return with significant and variable unfinished learning that surpasses typical learning loss, as well as trauma, and teachers will face complex and consequential decisions about prioritization while they attend to their own social emotional needs.

Students will return with greater social and emotional needs resulting from quarantine and isolation. Social and emotional development have always been key to the core content areas, but there will be a greater need than ever for our classrooms to be spaces of connection and belonging. Teachers will need support to meet increased student needs with research-based strategies, and teachers themselves will need spaces where they can heal.

Crossroads will prioritize the following areas:

**Social Emotional Support:** CCS will continue to offer support through our SEL coordinators and counselors/social workers. In addition, all staff will be trained in mindfulness strategies to support students through this difficult time.

**Special Education:** CCS will continue to provide daily special education services to qualified students in both the Hybrid and the 100% Virtual models. RISE students will be serviced daily on site. In the event that the district shifts to a 100% virtual model for all students, RISE students will receive services virtually as outlined in their IEP.

**English Language Learners:** CCS will continue to provide daily ELL services to qualified students in both the Hybrid and the 100% Virtual models.

**Equal Access to Instruction:** CCS will continue to provide devices and hotspots to families. We have also hired a Data and Technology Manager to coordinate Virtual learning to ensure that all students have both equitable access to instruction and have the necessary specialized support.

**Tracking Achievement:** CCS will continue to utilize standards based grading to track students' academic gains. Our Instructional Leadership Teams will track academic progress using unit assessments and quarterly ANet assessments. Each school is developing an Instructional Recovery Plan plan to address learning gaps and plan for learning acceleration.

**Professional Development:** CCS understands that our teachers need support to prepare and navigate this new model of instruction. We will provide multiple opportunities for professional learning in the areas of providing meaningful virtual learning experiences, managing live streamed classes, navigating platforms, etc. We will also provide self-care training and support to teachers.

**Family Outreach:** CCS understands that many families need training in order to adequately provide support to their children when learning at home. We will provide multiple training opportunities for families in the areas of establishing learning spaces and routines, managing time, accessing and utilizing Google Classroom, navigating live streamed classes, uploading student work, etc.



The planning committee will continue to research and select best practices to meet the needs of all learners and ensure our commitment to equity and inclusion.

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## Helpful Links & Resources

[Children's Mercy COVID Testing Resources](#)

[July 29 CCS Town Hall Recording](#)

[July 29 CCS Town Hall Slides \(Spanish\)](#)

[Getting Smart 10-Point Plan](#)

[ANet Instructional Recovery Plan Workbook](#)

[Leading Educators Planning for Re-entry and Beyond  
TNTP Acceleration Guide](#)

[CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#)

[Return to School Roadmap from Opportunity Labs](#)

[Missouri School Board's Pandemic Recovery Considerations](#)

[Platform for Remote Learning- EDUCREATIONS](#)

[NY Times Article Referencing Schools Across the World and Their Re-Opening Strategy](#)

[Plans from Schools Around the World](#)

[Online Learner Readiness Rubric](#)

[Parent Guide to Online Learning](#)

[American Enterprise Institute, A Blueprint for Back to School](#)

[CDC's School Decision Tree for reopening decisions for K-12 schools](#)

[Maryland's Recovery Plan for Education, COVID-19 response and path forward, Draft dated May 2020](#)

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## AMI-X Plan

Here is the AMI-X Plan Extension that Crossroads submitted to DESE on August 5, 2020.

<b>SCHOOL DISTRICT NAME (A-H)</b>	Crossroads Charter Schools * 048926
<b>I have selected the appropriate school district name from one of the three fields above and have verified that the other two columns remain blank. *</b>	Yes
<b>1. When intermittent blended learning is implemented, the LEA will use the following types of materials and assignments to effectively facilitate teaching and support learning that is grade appropriate, aligned to the Missouri Learning Standards (MLS) and includes review and stretch goals (check all that apply):</b>	<ul style="list-style-type: none"> <li>• Electronic/Web based</li> </ul>
<b>Email</b>	Weekly
<b>Messaging/chat through learning management system</b>	2-3 times week
<b>Phone call</b>	N/A
<b>Messaging through other electronic means (Remind, etc.)</b>	N/A
<b>Teleconference (Webex, Zoom, etc.)</b>	Daily
<b>Other (please specify)</b>	N/A
<b>Email</b>	Weekly
<b>Messaging/chat through learning management system</b>	2-3 times week
<b>Phone call</b>	N/A
<b>Messaging through other electronic means (Remind, etc.)</b>	N/A



<b>Teleconference (Webex, Zoom, etc.)</b>	Daily
<b>Other (please specify)</b>	N/A
<b>Email</b>	Weekly
<b>Messaging/chat through learning management system</b>	2-3 times week
<b>Phone call</b>	N/A
<b>Messaging through other electronic means (Remind, etc.)</b>	N/A
<b>Teleconference (Webex, Zoom, etc.)</b>	Daily
<b>Other (please specify)</b>	N/A
<b>3. The LEA will utilize the following methods of instruction (check all that apply)</b>	<ul style="list-style-type: none"> <li>● Teleconference</li> <li>● Independent practice and application of previously taught concepts</li> <li>● App or web-based software to teach/reinforce concepts</li> <li>● Virtual Instruction</li> <li>● “Flipped classroom”</li> </ul>
<b>4. If electronic methods will be used, please describe how students who do not have access to internet or computers will access instruction:</b>	We have surveyed all families and identified those that need devices. We have secured enough devices for all those in need.
<b>4A) How are you identifying students without access to the internet?</b>	
<b>4B) How are you identifying and providing access to students without devices?</b>	We have surveyed all families and identified those that need hotspots. We have secured enough hotspots for all those in need.
<b>4C) If students without access are provided packets, how is the LEA ensuring that the content of the packet(s) is at the same level of rigor as the material being covered electronically?</b>	We are not doing worksheet packets. We are distributing devices and hotspots to ensure that all students can connect digitally.

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# Coversheet

## Transgender Policy

**Section:** III. Educational Excellence  
**Item:** B. Transgender Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Transgender-Gender Nonconforming Student Discrimination Policy (1).docx

## **TRANSGENDER AND GENDER NONCONFORMING STUDENT DISCRIMINATION POLICY**

Crossroads is committed to providing a safe and supportive learning environment for all students and to ensuring that every student shall have access to the schools' educational programs and activities. Additionally, Crossroads' policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender nonconforming students are enrolled in Crossroads. Its purpose is to advise Crossroads' staff, students, parents and volunteers regarding issues relating to transgender students to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students; however it seeks to provide a mechanism to inform the decisions of Crossroads' administration and staff when issues may arise that specifically impact transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistent with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. The Missouri Supreme Court has interpreted the Missouri Human Rights Act, R.S.Mo §213.010, to provide that a person's gender affords them protection from discrimination when seeking public accommodations, including public schools. Therefore, Crossroads' policy requires that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression.

In addition to Missouri case law, Title IX of the Education Amendments of 1972 states, "No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." This policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

### **PURPOSE**

The purpose of this policy is:

- A. to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expressions, and
- B. to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistent with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining privacy of all students, and fostering cultural competence and professional development for Crossroads staff. Furthermore, this policy will support healthy communication

between educators and parents/guardians to further the successful educational development and well-being of every student.

### **SCOPE**

This policy covers conduct that takes place in schools, on any Crossroads campus or property owned or controlled by Crossroads, at Crossroads-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in school, on any Crossroads campus or property owned or controlled by Crossroads, at Crossroads-sponsored functions and activities, on school buses or vehicles and at bus stops, and on Crossroads computers, networks, forums, and mailing lists. This policy applies to the entire Crossroads community, including educators, Crossroads staff, students, parents and volunteers.

### **DEFINITIONS**

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of Crossroads staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally, Crossroads staff and educators should inquire which term(s) students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms which the students use to describe themselves.

A. Gender: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth.

B. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.

C. Gender Expression: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.

D. Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression

may differ from stereotypical expectations about how females and males are “supposed to” look or act, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.

E. Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.

F. Transition: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.

G. LGBTQ: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.

H. Sex: The biological condition or quality of being female or male.

I. Sexual Orientation: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.

J. Bullying: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from Crossroads’ educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

K. Harassment: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the Crossroads’ educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

## **PARENTAL INVOLVEMENT**

The parents and guardians of transgender and gender nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and



gender nonconforming youth are coming out in growing numbers and transitioning earlier. Crossroads will work with supportive parents and guardians whenever possible to establish healthy communication and ensure the needs of these often-vulnerable students are fully met.

### **FEDERAL PROTECTIONS**

It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.

### **GUIDELINES**

Crossroads shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire and access to preferred activities and facilities. Each student has a unique process for transitioning. Crossroads shall customize support to optimize each student’s integration.

#### **A. Privacy and Confidentiality**

1. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their parents or other third parties may violate privacy laws, such as Federal Family Educational Rights and Privacy Act (FERPA). Crossroads shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. Crossroads staff shall not disclose information that may reveal a student’s transgender status to others, including parents and other Crossroads staff, unless legally required to do so or unless the student has authorized such disclosure
2. Students have the right to openly discuss and express their gender identity and expression and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize Crossroads staff to disclose other medical information about the student. When contacting the parent or guardian of a transgender student, Crossroads staff should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.
3. Crossroads personnel may encounter situations where transgender students have not disclosed their transgender status. Crossroads personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, to not reveal, imply, or refer to a student’s gender identity or expression.
4. To ensure confidentiality when discussing a concern such as conduct, discipline, grades, attendance or health, Crossroads personnel’s focus should be specifically school related and not

on the student's gender identity or expression.

5. When communicating to the media or community about issues related to gender identity, Crossroads shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other Crossroads staff shall direct parents and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

## B. Official Records

1. Crossroads is required to maintain in perpetuity mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include but are not limited to progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that Crossroads is not legally required to use a student’s legal name and gender on other school records or documents, Crossroads shall use the name and gender preferred by the student.
2. Crossroads will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceeding. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where Crossroads staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, Crossroads staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

## C. Unofficial Records

1. Crossroads shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records. The preferred name shall also appear on the student’s cumulative folder (official record) as “Also Known As” (AKA).
2. Crossroads shall input the student’s preferred name and gender in the appropriate fields of Crossroads electronic data system to indicate how the student’s name and gender will appear on unofficial records.
3. Crossroads shall permit a student or parent/legal guardian to request a change of name and/or gender on any unofficial records so that a student may be registered in school under a name and gender that corresponds with the student’s gender identity without obtaining a court order or without changing the student’s official records.

## D. Names/Pronouns

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining parent/legal guardian permission. It is recommended that teachers privately ask transgender or

gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian.

2. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize the safety, confidentiality and respect of the student in a manner that affirms the law.

3. If Crossroads personnel are unsure how a student wants to be addressed in communications to the home or in conferences with parents/legal guardians, they may privately ask the student. For communications with a student's parent/legal guardian, Crossroads personnel should refer to this policy's prior section on "Privacy and Confidentiality."

4. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of Crossroads policy.

#### E. Restroom Accessibility

1. Crossroads may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.

2. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom.

3. Administrators may take steps to designate single stall "gender neutral" restrooms on their campus.

#### F. Locker Room Accessibility

1. Crossroads may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.

2. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:

a. Assignment of a student locker in near proximity to the coaches' office or a supportive peer group.

- b. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
- c. Use of a nearby private area (e.g. nearby restroom or a health office restroom).
- d. A separate changing schedule.

#### G. Sports, Athletics, and Physical Education

1. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.
2. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender of identity. Performance on the state physical fitness test is evaluated by the State of Missouri in accordance with the sex reported on the student's initial enrollment, even when the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.
3. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity asserted at school and in accordance with the Missouri State High School Activities Association rules and regulations.

#### H. School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include but are not limited to cheer, homecoming, prom, spirit days, celebrations, assemblies, acknowledgments, after school activities/ programs and all extra-curricular activities.

#### I. Course Accessibility and Instruction

Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.

#### J. Dress Codes/School Uniform Policies

1. Crossroads may enforce a dress code pursuant to Crossroads policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by

Crossroads. Crossroads' dress code and/or Crossroads' uniform policy shall be gender neutral. Crossroads cannot enforce specific attire based on gender.

2. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).

K. Student Safety

1. Crossroads staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.

2. Crossroads staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.

3. Crossroads staff shall take all reported incidents of bullying seriously and take appropriate measures to end any and all bullying.

4. Crossroads administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to the following:

- a) intervening to stop the behavior;
- b) investigating and documenting the incident;
- c) determining and enforcing appropriate corrective actions, including, but not limited to enforcement of disciplinary action pursuant to Crossroads' discipline policy; and
- d) monitoring to ensure that the behavior does not reoccur.

5. Crossroads staff should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school. Crossroads staff shall support students' rights to assert their gender identity and expression.

6. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.

7. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.

8. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students should consider how others may

perceive or be affected by their actions and words.

L. Student Transitions

To maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish, but are not required, to transition over a summer break or between grades. Regardless of the timing of a student's transition, Crossroads shall act in accordance with the following age-appropriate policies.

When a student transitions during the school year, Crossroads shall hold a meeting with the student (and parents if they are involved in the process) to ascertain their desires and concerns. Crossroads should discuss a timeline for the transition to create the conditions supporting a safe and accepting environment at the school. Finally, Crossroads shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

**Training and Professional Development**

Crossroads shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new Crossroads employees. To the extent funding is available, Crossroads shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

- (a) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- (b) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
- (c) developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying; and
- (d) Crossroads policies regarding bullying, discrimination and gender identity and expression issues and responsibilities of staff.

Adopted: \_\_\_\_\_, 2020

# Coversheet

## Virtual Attendance Policy

**Section:** III. Educational Excellence  
**Item:** C. Virtual Attendance Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Course Completion & Data Quality Checks.docx



## Crossroads Charter Schools' Vision for Equity in Virtual Learning

As stated in our district [Equity Statement](#), "diversity and access have been integral to the mission and vision of the Crossroads Charter Schools. As an organization, we continue to devote significant resources of time and energy in order to develop our equity lens to better identify, discuss, and address equity issues impacting our students and our schools." During the COVID-19 pandemic, we have been challenged to think deeply about our vision for equity, particularly as it applies to a 100% virtual learning environment. The underlying tenet of our equity statement is that, "at Crossroads Charter Schools, we understand the significant difference between equity and equality. Every student deserves to receive what he/she needs to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality)."

In an in-person classroom setting, instructors demonstrate this tenet through the use of small group instruction, workshop models that center the individual needs of learners, and activities that provide students with voice and choice. As we designed our course completion criteria, we sought to embody our equity philosophy, creating guidelines for assigning work to ensure all students receive what they need. At Crossroads, we are proud to create an inclusive school community where the socioeconomic and racial diversity of our student body reflects that of our city. This school year, 53% of students qualify for free/reduced lunch, and 70% of our students are people of color.

At Crossroads, we believe that the work of inclusion is a responsibility held by all in our organization, regardless of whether we are learning in person or in a virtual setting. As such, we are acutely aware of the unique challenges posed to communities of color and low income communities during the COVID-19 pandemic. According to [CDC data](#), African Americans are hospitalized for COVID-19 at rates 4.7 times higher than that of white people. [Emory University's COVID-19 dashboard](#) reports that African Americans in the US are dying from COVID at 2.3 times the rate of white people. The [data from our home state of Missouri](#) is also alarming: African Americans make up 12% of our state's population, but represent 19% of reported COVID-19 cases and 27% of COVID-19 deaths, indicating a significant racial disparity.

Based on this data, Crossroads recognizes that many of our low income families and families of color will experience more significant challenges than others, including interruption to learning due to hospitalization of resident family members, bereavement due to deaths in the family, and/or increased incidences of illness within the home. In an effort to balance our families' diverse home situations with a continued focus on academic excellence, Crossroads decided not to reduce the amount of assignments provided for students during virtual learning. We know that, whenever possible, students and families will rise to a high expectation if given the opportunity, and we did not want to reduce access to grade-level content.

Some of the [latest research](#) in workshop instruction, particularly for math, advocates for tasks that provide students with a "low floor and high ceiling." Tasks presented to students should ensure that all participants can make a start on the task successfully, and they have many built-in extension opportunities. This "low floor/high ceiling" design facilitates instruction using best practices around differentiating instruction, as well as an inclusive learning environment where all learners are invited to participate and where all skill levels are validated as important to the community.

As we designed our virtual learning course criteria, we utilized a "low floor/high ceiling" philosophy that attends to equity and provides a number of built in extensions for students and families who have the capacity to access them. We realize that some districts chose to utilize a traditional grading system for virtual learning, using 60% as the threshold for a "complete course." It is our understanding that these districts also provided guidelines to teachers that less daily work might be assigned, or they adopted an A/B day scheduling structure, effectively reducing the instructional time in core content by one half. We respect this decision and understand the rationale.

These districts are making a valid effort to meet the needs of students and families during a traumatic period. However, we did not feel comfortable reducing instruction or access to instructional materials, which essentially lowers both the floor and the ceiling. Rather than reducing the amount of assignments, Crossroads teachers are continuing to assign 1+ hours of work in each subject daily, resulting in a "high ceiling" for families who are less negatively impacted by the pandemic. We have chosen to lower our floor through a non-traditional definition of a complete course, setting our threshold for course completion at 50% of required assignments completed and age-appropriate opportunities for bonus points. Bonus points have also served to motivate students who may traditionally struggle with engaging online.

We are confident that the criteria outlined below provide a reasonably accessible threshold for course completion to all families, while maintaining the academic excellence and high expectations families have come to expect from Crossroads.

Definition of Course Completion			
Required assignments are provided with teacher support and opportunities to join live zoom lessons.		Bonus point opportunities are provided on Flex Fridays, when students do not have opportunities to join live lessons, or when work would be completed without teacher support.	
	Assignment Parameters	# Assignments Total	% for Course Completion
K-1 (4 subjects daily)	<ul style="list-style-type: none"> <li>● 5 assignments per subject pushed out weekly</li> <li>● 3 assignments per subject required weekly (60%)</li> <li>● 2 assignments (Mon &amp; Fri) per subject are bonus points each week (40%)</li> </ul>	20 assignments pushed out weekly 12 required 8 bonus point opportunities	Complete course: 50%  Incomplete course: 25-49%  Course Not Completed: Below 25%

<p>***K-6 Specials***</p> <p>This better matches the state requirements for specials time, which Crossroads exceeds by more than 100% in our regular schedule</p>	<ul style="list-style-type: none"> <li>● 2 assignments (Thurs &amp; Fri) are bonus points each week (40%)</li> </ul>		
<p>2-5 (4 subjects daily)</p>	<ul style="list-style-type: none"> <li>● 5 assignments per subject pushed out weekly</li> <li>● 4 assignments per subject required weekly (80%)</li> </ul>	<p>20 assignments pushed out weekly 16 required 4 bonus point opportunities</p>	
<p>6 (5 subjects daily)</p>	<ul style="list-style-type: none"> <li>● 1 Friday assignment per subject is bonus points each week (20%)</li> </ul>	<p>25 assignments pushed out weekly 20 required 5 bonus point opportunities</p>	
<p>7-8 (7 subjects daily)</p>		<p>35 assignments pushed out weekly 28 required 7 bonus point opportunities</p>	
<p>K-8 may still receive "credit" or "participation" for the day in each subject by turning in work on G-Class OR attending a live zoom lesson.</p> <p>Since Flex Fridays will not have live zoom lessons, all Friday assignments should be review material, and will be counted as bonus points.</p> <p>On weeks with less than 5 days (due to a day off school), the last day of the week will be bonus points.</p>			
<p>High School</p>	<p>Quarter 1</p> <ul style="list-style-type: none"> <li>● 4 required assignments weekly (per course)</li> </ul> <p>Quarter 2</p> <ul style="list-style-type: none"> <li>● 2 required assignments weekly (per course)</li> </ul>	<p>Quarter 1 32 assignments required weekly. 2-3 in each subject should be shorter assignments, such as a reflection, exit ticket, or problem task.</p> <p>Quarter 2 16 assignments required weekly. Assignments may be more substantial since</p>	<p>Completed Course: 50% or more of work completed in order to be eligible for credit &amp; receive your letter grade</p> <p>Letter grade: Based on quality of work in jumprope</p> <ul style="list-style-type: none"> <li>● 90-100%: A (credit)</li> <li>● 80-89%: B (credit)</li> </ul>

		<p>there are only two weekly in each subject</p>	<ul style="list-style-type: none"> <li>● 70-79%: C (credit)</li> <li>● 60-69%: D (credit)</li> <li>● Below 60%:F (no credit)</li> </ul>
--	--	--	---

\*In grades K-12, students will receive grades for course completion starting on the day they enrolled. We will not backlog work for days that students were not enrolled at our school.

## Assessment Calendars and Descriptions

<p>Students receive formative assessments daily, and we are continuing to use a number of summative and benchmark assessments to diagnose learning needs.</p>	<p><a href="#">CCS Assessment Calendar 2020-21</a> The document linked above provides a description of all our interim assessments and when they are given to students</p>
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# Coversheet

## September Financials

**Section:** IV. Finance  
**Item:** A. September Financials  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** September Financials.pdf



# September 2020 Financials

PREPARED **OCTOBER 2020** BY



- **Executive Summary**
- **Key Performance Indicators**
- **State Revenue**
- **Forecast Overview**
- **Cash Forecast**
- **Forecast History**
- **Appendix: Financials**
- **Monthly Projections**
- **Balance Sheet**

# Executive Summary

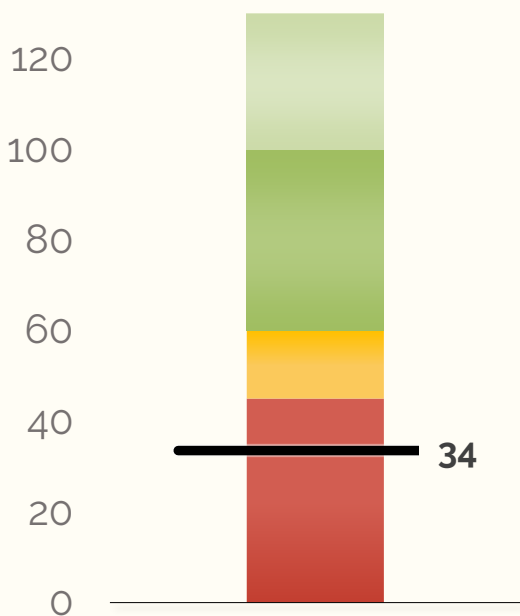
- Currently forecasting 1.53m year end cash, with a net income of (767k), 394k below budget.
- Due to options for virtual and hybrid learning models, predicting WADA is challenging this year. Current WADA forecast is 1266, no change from last month. Crossroads is reviewing attendance scenarios to determine the most likely attendance and WADA for the year.
- State revenue is still in flux. State funding was at 77% in August and as of Oct, is 87% of basic formula funding.
- This month, expenses were increased for benefits and CARES funding.



# Key Performance Indicators

## Days of Cash

Cash balance at year-end divided by average daily expenses

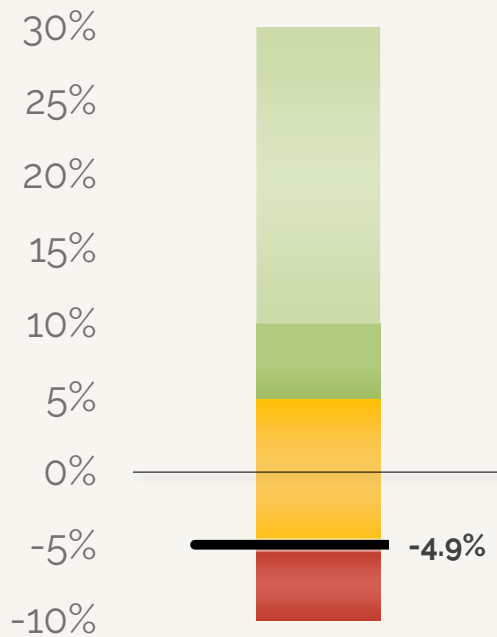


### 34 DAYS OF CASH AT YEAR'S END

The school will end the year with 34 days of cash. This is below the recommended 60 days

## Gross Margin

Revenue less expenses, divided by revenue

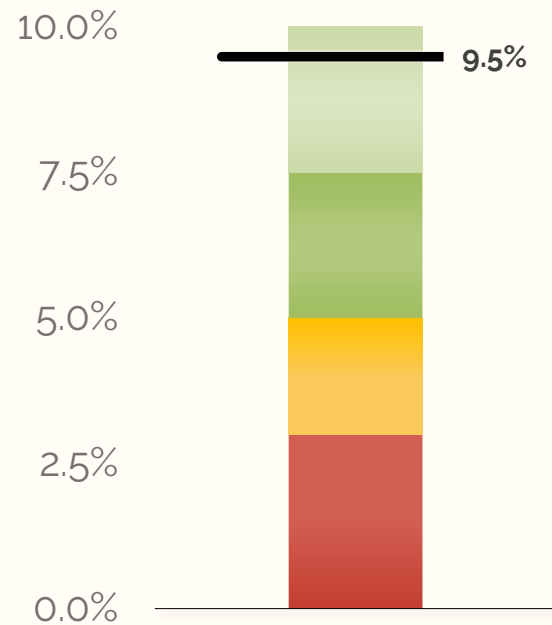


### -4.9% GROSS MARGIN

The forecasted net income is - \$767k, which is \$394k below the budget. It yields a -4.9% gross margin.

## Fund Balance %

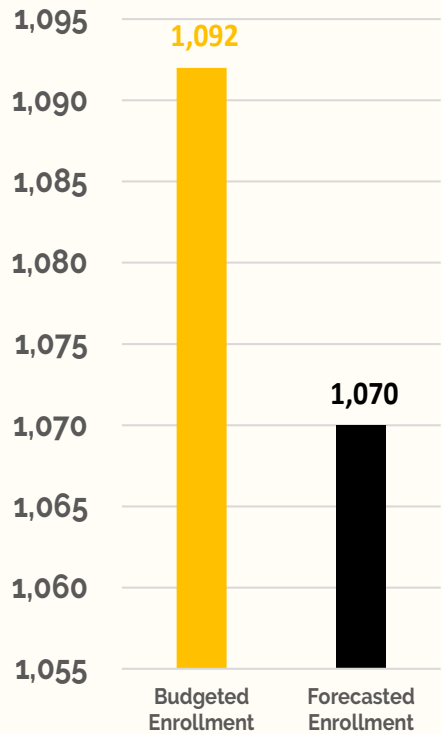
Forecasted Ending Fund Balance / Total Expenses



### 9.49% AT YEAR'S END

The school is projected to end the year with a fund balance of \$1,557,729. Last year's fund balance was \$2,325,152.

## Student Expectations



The school now forecasts 1070 students for SY20-21. The budget target was 1092.

## \$1.3M Less Per-Pupil Funding Than Expected

	Current Forecast	SY20-21 Budget	Difference	Financial Gain / (Loss)
<b>Enrollment</b>	<b>1070</b>	<b>1092</b>	<b>-22</b>	
<b>Attendance</b>	<b>93.0%</b>	<b>94.0%</b>	<b>-1.0%</b>	
<b>Total ADA</b>	<b>1166</b>	<b>1295</b>	<b>-129</b>	
Regular Term PK	18	19	-1	-13k
Regular Term K-5	964	997	-33	-514k
Remedial	18	37	-19	-155k
Summer	167	243	-76	-650k
FRL Count	586	586	0	
<b>FRL Weight</b>	<b>62</b>	<b>53</b>	<b>9</b>	58k
IEP Count	79	82	-3	
<b>IEP Weight</b>	<b>0</b>	<b>0</b>	<b>0</b>	0
LEP Count	87	92	-5	
<b>LEP Weight</b>	<b>38</b>	<b>39</b>	<b>-1</b>	-22k
WADA	1266	1387	-121	
Per WADA Payment	7800	8067	-267	
<b>State Aid</b>	<b>\$9.7M</b>	<b>\$11.0M</b>	<b>-\$1.3M</b>	-1.3m

The option of using FY20 WADA of 1223 as a payment basis would decrease state aid by \$323k



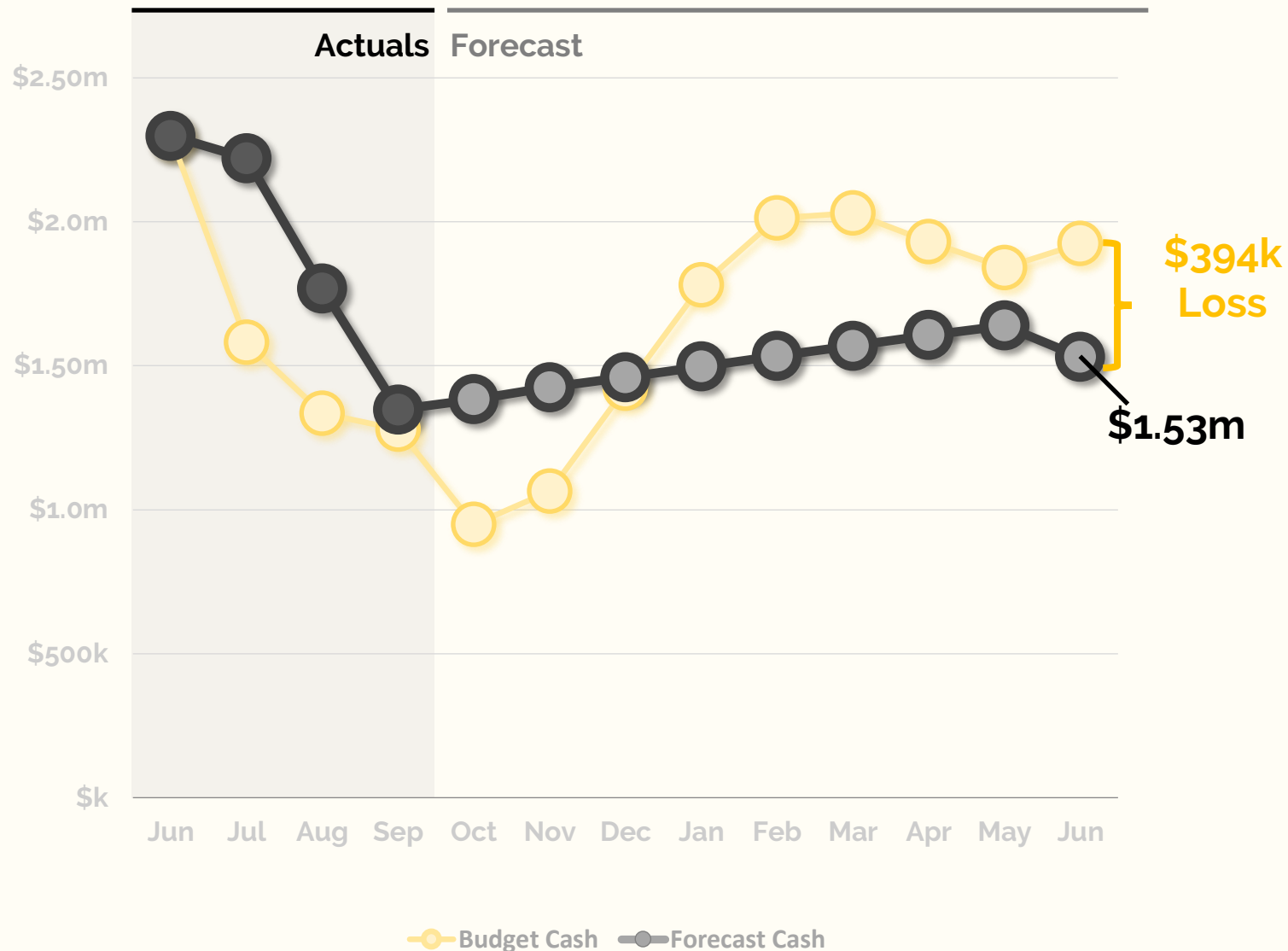
# Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$16m	\$17m	-\$1.1m		State funding decrease of \$1.3mil is offset by additional local fundraising and Federal CARES act funds.
Expenses	\$16m	\$17m	\$678k		Expense reduction reflected in salary and benefit and transportation reduced by 50%
<b>Net Income</b>	<b>-\$767k</b>	<b>-\$373k</b>	<b>-\$394k</b>		
Cash Flow Adjustments	-0	0	-0		
<b>Change in Cash</b>	<b>-\$767k</b>	<b>-\$373k</b>	<b>-\$394k</b>		


# Cash Flow Forecast

## 34 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$1.53m**, **\$394k** below budget.



# Forecast History of June 30, 2021 Cash Balance

Source	Days of Cash at 6/30/21	Change	Description of change
Budget	41		From SY20-21Budget
Jul	41	0	No significant changes
Aug	43	3	State funding reduction offset by adjustments in expenses related to COVID
 Sep	34	-10	Adjusted staff benefits and increased student supplies to include CARES f...
Oct			
Nov			
Dec			
Jan			
Feb			
Mar			
Apr			
May			
Jun			



# QUESTIONS?

Please contact your EdOps Finance Specialist:

Anne Nichols

[anichols@ed-ops.com](mailto:anichols@ed-ops.com)

816.985.5144

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	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>
<b>Revenue</b>							
Local Revenue	1,275,245	608,894	666,351	4,497,117	4,359,179	137,938	3,221,871
State Revenue	2,088,880	2,457,362	(368,482)	9,847,031	11,111,275	(1,264,245)	7,758,150
Federal Revenue	59,537	188,172	(128,634)	1,301,964	1,248,320	53,644	1,242,427
<b>Total Revenue</b>	<b>3,423,663</b>	<b>3,254,428</b>	<b>169,235</b>	<b>15,646,111</b>	<b>16,718,774</b>	<b>(1,072,663)</b> ①	<b>12,222,449</b>
<b>Expenses</b>							
Salaries	1,828,430	1,925,728	97,297	7,601,823	7,702,911	101,088	5,773,393
Benefits and Taxes	551,561	585,606	34,044	2,266,121	2,342,422	76,301	1,714,560
Staff-Related Costs	14,479	23,662	9,183	94,647	94,647	0	80,168
Rent	139,636	141,475	1,839	565,900	565,900	0	426,264
Occupancy Service	383,454	351,769	(31,685)	1,384,646	1,407,077	22,432	1,001,191
Student Expense, Direct	409,251	457,095	47,844	1,741,758	1,828,380	86,622	1,332,507
Student Expense, Indirect	32,558	84,621	52,063	333,484	338,484	5,000	300,926
Office & Business Expense	223,242	172,797	(50,445)	699,655	691,189	(8,467)	476,413
Transportation	-	197,750	197,750	395,500	791,000	395,500	395,500
Total Ordinary Expenses	3,582,612	3,940,503	357,890	15,083,535	15,762,010	678,475	11,500,923
Net Operating Income	(158,950)	(686,075)	527,125	562,576	956,764	(394,187)	721,526
<b>Extraordinary Expenses</b>							
Capital Expenditures	742,428	332,500	(409,928)	1,330,000	1,330,000	0	587,572
Total Extraordinary Expenses	742,428	332,500	(409,928)	1,330,000	1,330,000	0	587,572
<b>Total Expenses</b>	<b>4,325,041</b>	<b>4,273,003</b>	<b>(52,038)</b>	<b>16,413,535</b>	<b>17,092,010</b>	<b>678,475</b> ②	<b>12,088,494</b>
<b>Net Income</b>	<b>(901,378)</b>	<b>(1,018,575)</b>	<b>117,197</b>	<b>(767,423)</b>	<b>(373,236)</b>	<b>(394,187)</b> ③	<b>133,954</b>
Cash Flow Adjustments	(48,722)	-	(48,722)	(0)	-	(0) ④	48,722
<b>Change in Cash</b>	<b>(950,100)</b>	<b>(1,018,575)</b>	<b>68,475</b>	<b>(767,423)</b>	<b>(373,236)</b>	<b>(394,187)</b> ⑤	<b>182,676</b>

① REVENUE: \$1.1M BEHIND

② EXPENSES: \$678K AHEAD

③ NET INCOME: \$394K behind

④ CASH ADJ: \$0K BEHIND

⑤ NET CHANGE IN CASH: \$394K BEHIND

Monthly Financials

	Actual			Forecast									
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
Local Revenue	584,448	518,690	172,107	364,063	353,123	364,063	353,123	353,123	364,063	353,123	353,123	364,063	4,497,117
State Revenue	379,249	688,986	1,020,646	862,017	862,017	862,017	862,017	862,017	862,017	862,017	862,017	862,017	9,847,031
Federal Revenue	8,558	6,206	44,773	138,047	138,047	138,047	138,047	138,047	138,047	138,047	138,047	138,047	1,301,964
<b>Total Revenue</b>	<b>972,254</b>	<b>1,213,882</b>	<b>1,237,526</b>	<b>1,364,128</b>	<b>1,353,188</b>	<b>1,364,128</b>	<b>1,353,188</b>	<b>1,353,188</b>	<b>1,364,128</b>	<b>1,353,188</b>	<b>1,353,188</b>	<b>1,364,128</b>	<b>15,646,111</b>
Expenses													
Salaries	596,301	601,664	630,466	633,803	616,636	633,969	620,969	620,969	633,969	620,969	624,719	767,387	7,601,823
Benefits and Taxes	177,235	186,502	187,824	189,159	188,245	190,091	189,097	189,097	190,091	189,097	189,384	200,298	2,266,121
Staff-Related Costs	0	9,755	4,725	8,908	8,908	8,908	8,908	8,908	8,908	8,908	8,908	8,908	94,647
Rent	31,769	69,673	38,194	47,363	47,363	47,363	47,363	47,363	47,363	47,363	47,363	47,363	565,900
Occupancy Service	75,326	99,983	208,146	111,243	111,243	111,243	111,243	111,243	111,243	111,243	111,243	111,243	1,384,646
Student Expense, Direct	134,965	94,963	179,323	148,056	148,056	148,056	148,056	148,056	148,056	148,056	148,056	148,056	1,741,758
Student Expense, Indirect	7,984	10,802	13,772	33,436	33,436	33,436	33,436	33,436	33,436	33,436	33,436	33,436	333,484
Office & Business Expense	95,619	44,265	83,359	52,935	52,935	52,935	52,935	52,935	52,935	52,935	52,935	52,935	699,655
Transportation	0	0	0	43,944	43,944	43,944	43,944	43,944	43,944	43,944	43,944	43,944	395,500
Capital Expenditures	0	489,603	252,825	65,286	65,286	65,286	65,286	65,286	65,286	65,286	65,286	65,286	1,330,000
Total Ordinary Expenses	1,119,198	1,607,210	1,598,633	1,334,133	1,316,053	1,335,232	1,321,238	1,321,238	1,335,232	1,321,238	1,325,275	1,478,857	16,413,535
<b>Total Expenses</b>	<b>1,119,198</b>	<b>1,607,210</b>	<b>1,598,633</b>	<b>1,334,133</b>	<b>1,316,053</b>	<b>1,335,232</b>	<b>1,321,238</b>	<b>1,321,238</b>	<b>1,335,232</b>	<b>1,321,238</b>	<b>1,325,275</b>	<b>1,478,857</b>	<b>16,413,535</b>
<b>Net Income</b>	<b>-146,944</b>	<b>-393,328</b>	<b>-361,107</b>	<b>29,995</b>	<b>37,135</b>	<b>28,895</b>	<b>31,950</b>	<b>31,950</b>	<b>28,895</b>	<b>31,950</b>	<b>27,913</b>	<b>-114,729</b>	<b>-767,423</b>
Cash Flow Adjustments	69,231	-58,779	-59,174	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	5,414	0
<b>Change in Cash</b>	<b>-77,712</b>	<b>-452,107</b>	<b>-420,281</b>	<b>35,408</b>	<b>42,548</b>	<b>34,309</b>	<b>37,364</b>	<b>37,364</b>	<b>34,309</b>	<b>37,364</b>	<b>33,327</b>	<b>-109,315</b>	<b>-767,423</b>



	<i>Previous Year End</i>	<i>Current</i>
	<i>6/30/2020</i>	<i>9/30/2020</i>
<b>Assets</b>		
Current Assets		
Cash	2,297,413	1,347,313
Intercompany Transfers	0	0
Accounts Receivable	0	30,344
<b>Total Current Assets</b>	<b>2,297,413</b>	<b>1,377,657</b>
<b>Total Assets</b>	<b>2,297,413</b>	<b>1,377,657</b>
<b>Liabilities and Equity</b>		
<b>Liabilities</b>		
Current Liabilities		
Other Current Liabilities	-27,739	-46,117
<b>Total Current Liabilities</b>	<b>-27,739</b>	<b>-46,117</b>
Total Long-Term Liabilities	0	0
<b>Total Liabilities</b>	<b>-27,739</b>	<b>-46,117</b>
<b>Equity</b>		
Unrestricted Net Assets	2,325,152	2,325,152
Net Income	0	-901,378
<b>Total Equity</b>	<b>2,325,152</b>	<b>1,423,774</b>

# Coversheet

## September Check Register

**Section:** IV. Finance  
**Item:** B. September Check Register  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** September Check Register.pdf

Crossroads Charter Schools  
10/14/2020 2:15 PM

**Check Register by Type**

Page: 1  
User ID: PAUL

<b>Payee Type: Vendor</b>		<b>Check Type: Automatic Payment</b>			<b>Checking Account ID: 1</b>		
<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>
1604135	09/01/2020	X			COMMERCE	COMMERCE BANK	3,261.61
1604136	09/01/2020	X			CAKCESTAT	CROSSROADS REAL ESTATE COMPANY	27,899.00
1604141	09/09/2020	X			ATT	AT&T	2,084.52
1604142	09/03/2020	X			BCBS	BLUE CROSS AND BLUE SHELD OF KANSAS CITY	111,684.41
1604143	09/16/2020	X			UNUM	UNUM LIFE INSURANCE COMPANY OF AMERICA	10,324.74
1604144	09/22/2020	X			HVH	HISTORIC VIRGINIA HOTEL, LLC	1,400.00
1604145	09/21/2020	X			HARTFORD	THE HARTFORD INSURANCE COMPANY	2,437.40
1604146	09/25/2020	X			HANOVER	THE HANOVER INSURANCE CO	8,389.20
1604147	09/14/2020	X			GOOGLEF	GOOGLE FIBER	130.00
1604148	09/30/2020	X			PAYLOCITY	PAYLOCITY	2,033.60
1604149	09/28/2020	X			EVERGY	EVERGY	21,359.14
1604150	09/17/2020	X			BENEFLEX	BENEFLEX	168.60
1604151	09/22/2020	X			COMMERCE	COMMERCE BANK	0.00
1604160	09/30/2020	X			SPIRE	SPIRE	167.52
1604173	09/08/2020	X			COMMERCECC	COMMERCE BANK - COMMERCIAL CARDS	20,115.21
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 211,454.95
Check Type Total: Automatic Payment					Void Total:	0.00	Total without Voids: 211,454.95

<b>Payee Type: Vendor</b>		<b>Check Type: Check</b>			<b>Checking Account ID: 1</b>		
<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>
1796	09/09/2020	X			WORKINGSPA	WORKING SPACES	1,022.00
1797	09/23/2020	X			UCM	UNIVERSITY OF CENTRAL MISSOURI	9,521.20
1798	09/21/2020	X			REBECHR	Chris Rebello	2,000.00
1799	09/17/2020	X			FBKCSPTS	FBKC SPORTS TENANT, LLC	1,079.69
1800	09/17/2020	X			FBKCSPTS	FBKC SPORTS TENANT, LLC	749.70
74769503	09/01/2020	X			BNIM	BNIM, INC	770.00
74769504	09/01/2020	X			BNIM	BNIM, INC	4,590.00
74769505	09/01/2020	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	3,255.00
74769506	09/01/2020	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	4,123.00
74769507	09/01/2020	X			SUPERIOR	SUPERIOR MOVING AND STORAGE	4,358.14
74769508	09/01/2020	X			OTIS	OTIS ELEVATOR	2,411.25
74769510	09/01/2020	X			FIRSTFIRST	FOR INSPIRATION & RECOGNITION OF SCIENCE AND TECHNOLOGY	2,623.00
74769842	09/01/2020	X			KPM	KPM CPA'S, P.C.	6,050.00
74769843	09/01/2020	X			SOLI	SOLI AND SOLI INC	652.00
74770027	09/01/2020	X			DSTREALITY	DST REALITY	300.00
74770028	09/01/2020	X			AMERDINING	AMERICAN FOOD & VENDING CORP	3,547.50
74770029	09/01/2020	X			MIDCON	MID-CON MANAGEMENT LLC	5,325.00
74770030	09/01/2020	X			AMAZON	AMAZON	5,609.41
74788400	09/11/2020	X			POPEMIL	MILDRED POPE	600.00
74788401	09/11/2020	X			EBERKEN	KENNETH EBERHART	750.00
74788402	09/11/2020	X			CLAYTON	CLAYTON-JONES, ANDREA	800.00
74788403	09/11/2020	X			VANDMOR	MORIAH VANDERBURG	1,000.00
74788404	09/11/2020	X			NEELMAR	Mark Neels	1,000.00
74788405	09/11/2020	X			TREMZAC	Zachary Tremper	1,000.00
74788406	09/11/2020	X			ANDERSON	ANDERSON, NIA	1,500.00
74788407	09/11/2020	X			BEASMIC	Michelle Beasley	1,500.00
74788408	09/11/2020	X			RIDDCOL	Coleece Riddle	1,500.00
74788409	09/11/2020	X			ANDERKIM	KIM ANDERSON	2,000.00
74788410	09/11/2020	X			ALDRJEN	Jenaye Aldridge	2,000.00
74788411	09/11/2020	X			LABRKEV	KEVIN LABRANCHE	2,000.00
74788412	09/11/2020	X			RIVEOVI	Ovidio Rivera-Castro	2,000.00
74788413	09/11/2020	X			TENDBRO	BROCK TENDICK	2,000.00
74788414	09/11/2020	X			TORRDAN	Daniela Torres	2,000.00
74799902	09/15/2020	X			MARIADIC	MARIA DICKSON	511.57
74799903	09/15/2020	X			COPEEVA	EVA COPELAND	89.97
74799904	09/15/2020	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	3,255.00

Crossroads Charter Schools  
10/14/2020 2:15 PM

**Check Register by Type**

Page: 2  
User ID: PAUL

<b>Payee Type: Vendor</b>		<b>Check Type: Check</b>			<b>Checking Account ID: 1</b>		
<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>
74799905	09/15/2020	X			OVERFLOW	OVERFLOW, LLC	4,000.00
74799906	09/15/2020	X			UMB	UMB BANK	750.00
74799907	09/15/2020	X			UMB	UMB BANK	750.00
74799908	09/15/2020	X			EMPOWERING	EMPOWERING EDUCATION INC	890.00
74799909	09/15/2020	X			BUSIMPACT	BUSINESS IMPACT GROUP	759.67
74799910	09/15/2020	X			GIESKE	GIESKE	657.00
74799911	09/15/2020	X			PUROZONE	PUROZONE	390.02
74799912	09/15/2020	X			PUROZONE	PUROZONE	192.00
74799913	09/15/2020	X			PUROZONE	PUROZONE	208.00
74799914	09/15/2020	X			PUROZONE	PUROZONE	402.00
74799915	09/15/2020	X			VEOLIA	VEOLIA ENERGY	63.35
74799916	09/15/2020	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	2,170.00
74799917	09/15/2020	X			EDMUNDS	EDMINUDS & ASSOCIATES	652.28
74799918	09/15/2020	X			WALSWORTH	WALSWORTH	789.90
74799919	09/15/2020	X			BRIDGGI	Bridging the Gap Interpreting	176.30
74799920	09/15/2020	X			BRIDGGI	Bridging the Gap Interpreting	60.00
74799921	09/15/2020	X			SCHOOLLEAD	SCHOOL LEADER LAB	3,000.00
74799922	09/15/2020	X			PAYLOCITY	PAYLOCITY	159.80
74799923	09/15/2020	X			ISS	ISS FACILITY SERVICES - KC	1,227.07
74799924	09/15/2020	X			ISS	ISS FACILITY SERVICES - KC	1,508.53
74799925	09/15/2020	X			ISS	ISS FACILITY SERVICES - KC	1,836.89
74799926	09/15/2020	X			HERTZ	HERTZ FURNITURE	15,446.95
74799927	09/15/2020	X			HERTZ	HERTZ FURNITURE	28,510.04
74799928	09/15/2020	X			LEARNINGAL	LEARNING ALLY	990.00
74799929	09/15/2020	X			PROGRESSIV	PROGRESSIVE ELECTRONICS, INC.	297.98
74799930	09/15/2020	X			WESTERNSPE	WESTERN SPECIALITY CONTRACTORS	780.43
74799931	09/15/2020	X			BRIDGGI	Bridging the Gap Interpreting	150.00
74799932	09/15/2020	X			BRIDGGI	Bridging the Gap Interpreting	5,000.00
74799933	09/15/2020	X			K12ITC	K12 ITC, INC.	950.00
74799934	09/15/2020	X			BYERS	BYERS GLASS & MIRROR INC	545.16
74799935	09/15/2020	X			DELTAMATH	DELTA MATH SOLUTIONS LLC	225.00
74800194	09/15/2020	X			GRAINGER	GRAINGER	106.00
74800195	09/15/2020	X			YARDI	YARDI MARKETPLACE	558.32
74800196	09/15/2020	X			SIEMENS	SIEMENS INDUSTRY, INC	546.00
74800197	09/15/2020	X			THYSSELEV	THYSSENKRUPP ELEVATOR CORP	342.47
74800198	09/15/2020	X			DEFFEN	DEFFENBAUGH DISPOSAL SERV	303.07
74800199	09/15/2020	X			DEFFEN	DEFFENBAUGH DISPOSAL SERV	314.90
74800500	09/15/2020	X			SOLI	SOLI AND SOLI INC	3,014.00
74800502	09/15/2020	X			STASON	STASON, LLC	933.30
74800503	09/15/2020	X			ARTSASYLUM	The Arts Asylum	11,000.00
74800504	09/15/2020	X			AMMICRO	American Micro Digital Document Management	90.00
74800505	09/15/2020	X			SHERWINWM	SHERWIN WILLIAMS	443.15
74800777	09/15/2020	X			ATRONIC	ATRONIC ALARMS INC	140.00
74800778	09/15/2020	X			21STCENT	21ST CENTURY THERAPY, P.C.	373.75
74800779	09/15/2020	X			PAYPOOL	PAYPOOL	1,122.00
74800780	09/15/2020	X			SUMNER	DATAMAX, INC	1,342.28
74800781	09/15/2020	X			KENYON	CONNIE KENYON	1,850.00
74800782	09/15/2020	X			DONALD	DONALD E MAXWELL, LLC	5,075.00
74800783	09/15/2020	X			COMMSCHLMA	Communities in Schools of Mid-America	6,250.00
74800784	09/15/2020	X			PROJECT	CCPROJECT LEAD THE WAY, INC	6,350.00
74800785	09/15/2020	X			SUMNER	DATAMAX, INC	5,207.85
74800786	09/15/2020	X			AMERDINING	AMERICAN FOOD & VENDING CORP	6,504.30
74800787	09/15/2020	X			AMAZON	AMAZON	3,810.40
74864805	09/22/2020	X			MARIADIC	MARIA DICKSON	575.00
74864806	09/22/2020	X			BNIM	BNIM, INC	2,340.00
74864807	09/22/2020	X			BNIM	BNIM, INC	750.00
74864808	09/22/2020	X			SUPERIOR	SUPERIOR MOVING AND STORAGE	3,739.50
74864809	09/22/2020	X			BNIM	BNIM, INC	4,770.00
74864810	09/22/2020	X			MCREALTY	MC REALTY GROUP, LLC	2,000.00

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74864811	09/22/2020	X			MYBRIDGE	MY BRIDGE	200.00
74864812	09/22/2020	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	620.00
74864813	09/22/2020	X			GREENEXPEC	GREEN EXPECTATIONS LANDSCAPING	345.00
74864814	09/22/2020	X			GENERALFIR	GENERAL FIRE SPRINKLER COMPANY, LLC	322.00
74864815	09/22/2020	X			GREENEXPEC	GREEN EXPECTATIONS LANDSCAPING	60.50
74864816	09/22/2020	X			MCREALTY	MC REALTY GROUP, LLC	8,164.23
74864817	09/22/2020	X			GREENEXPEC	GREEN EXPECTATIONS LANDSCAPING	29.50
74864818	09/22/2020	X			KVC	KVC NILES	792.00
74864819	09/22/2020	X			CCTMOBILE	CC T MOBILE	40,800.00
74864820	09/22/2020	X			MINDDRIVE	MINDRIVE INC.	2,125.00
74864821	09/22/2020	X			DBLEGAL	D&B LEGAL SERVICES	51.98
74864822	09/22/2020	X			BRIDGGI	Bridging the Gap Interpreting	250.00
74864823	09/22/2020	X			K12ITC	K12 ITC, INC.	13,321.56
74864824	09/22/2020	X			KICKBOARD	KICKBOARD	600.00
74864825	09/22/2020	X			BRIDGGI	Bridging the Gap Interpreting	60.00
74865035	09/22/2020	X			CONCENTRA	CONCENTRA	131.00
74865036	09/22/2020	X			CINTASFIRE	Cintas Fire Protection	107.95
74865037	09/22/2020	X			TRANEUS	TRANE US INC	1,606.01
74865038	09/22/2020	X			DESIGN	DESIGN MECHANICAL	108,548.00
74865039	09/22/2020	X			SMITHEREEN	SMITHEREEN PEST MANAGEMENT	50.00
74865040	09/22/2020	X			SMITHEREEN	SMITHEREEN PEST MANAGEMENT	50.00
74865041	09/22/2020	X			SMITHEREEN	SMITHEREEN PEST MANAGEMENT	50.00
74865468	09/22/2020	X			SOLI	SOLI AND SOLI INC	135.00
74865469	09/22/2020	X			SHERWINWM	SHERWIN WILLIAMS	168.95
74865470	09/22/2020	X			ACHIEVEMEN	The Achievement Network	23,375.00
74865471	09/22/2020	X			WALSWORTH	WALSWORTH	700.16
74865770	09/22/2020	X			MILLMOL	MOLLY MILLER	14.49
74865771	09/22/2020	X			LAICKAT	KATHARINE LAICH	157.60
74865772	09/22/2020	X			BURTTAY	TAYLOR BURTON	168.87
74865773	09/22/2020	X			CENTRAL	THE CENTRAL EXCHANGE	272.00
74865774	09/22/2020	X			SUMNER	DATAMAX, INC	558.47
74865775	09/22/2020	X			DAVIDEI	Deidra Davis	2,000.00
74865776	09/22/2020	X			MEHLJUL	Julie Mehl	2,000.00
74865777	09/22/2020	X			PARKDAN	DANIELLE PARKER	2,000.00
74865778	09/22/2020	X			JUSTPAT	PATRICIA JUSTICE	2,000.00
74865779	09/22/2020	X			JVSCONSUL	JVS CONSULTING	2,700.00
74865780	09/22/2020	X			GORDONSYLV	SYLVESTER TODD GORDON	2,910.00
74865781	09/22/2020	X			AMERDINING	AMERICAN FOOD & VENDING CORP	3,630.00
74865782	09/22/2020	X			PEARSON	PEARSON EDUCATION INC	3,696.00
74865783	09/22/2020	X			ZEARN	ZEARN INC	5,000.00
74865784	09/22/2020	X			EDOPS	EdOps	10,750.00
74865785	09/22/2020	X			ATRONIC	ATRONIC ALARMS INC	445.00
74865786	09/22/2020	X			TURNER	TURNER CONSTRUCTION	172,391.59
74865787	09/22/2020	X			TIERNEY	TIERNEY OFFICE PRODUCTS	854.88
74865788	09/22/2020	X			HIGENE	HI-GENE'S JANITORIAL	15,394.61
74865789	09/22/2020	X			AMAZON	AMAZON	2,143.17
74881266	09/29/2020	X			MODIVFIRE	MISSOURI DIVISION OF FIRE SAFETY	126.00
74881267	09/29/2020	X			K12ITC	K12 ITC, INC.	16,488.20
74881268	09/29/2020	X			FOLLETT	FOLLETT HIGHER EDUCATION GROUP, INC	564.00
74881269	09/29/2020	X			MODIVFIRE	MISSOURI DIVISION OF FIRE SAFETY	50.00
74881270	09/29/2020	X			MODIVFIRE	MISSOURI DIVISION OF FIRE SAFETY	25.00
74881271	09/29/2020	X			CITYOFKC	CITY OF KANSAS CITY	125.00
74881272	09/29/2020	X			MODIVFIRE	MISSOURI DIVISION OF FIRE SAFETY	25.00
74881273	09/29/2020	X			MARIADIC	MARIA DICKSON	775.00
74881274	09/29/2020	X			KCAV	KANSAS CITY AUDIO-VISUAL	210.00
74881275	09/29/2020	X			HERTZ	HERTZ FURNITURE	15,446.95
74881276	09/29/2020	X			MARIADIC	MARIA DICKSON	225.00
74881277	09/29/2020	X			QUAVER	CCQUAVERMUSIC.COM	3,640.00
74881278	09/29/2020	X			ISS	ISS FACILITY SERVICES - KC	1,423.15

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74881279	09/29/2020	X			ISS	ISS FACILITY SERVICES - KC	1,710.29
74881280	09/29/2020	X			ISS	ISS FACILITY SERVICES - KC	1,285.71
74881281	09/29/2020	X			BRIDGGI	Bridging the Gap Interpreting	40.00
74881283	09/29/2020	X			THEFLYING	THE FLYING LOCKSMITHS OF KANSAS	965.00
74881488	09/29/2020	X			SIEMENS	SIEMENS INDUSTRY, INC	5,027.16
74881489	09/29/2020	X			CINTASFIRE	Cintas Fire Protection	515.85
74881668	09/29/2020	X			KPM	KPM CPA'S, P.C.	12,100.00
74881669	09/29/2020	X			DOWNTOWNC	DOWNTOWN COUNCIL	300.00
74881670	09/29/2020	X			SHERWINWM	SHERWIN WILLIAMS	35.43
74881671	09/29/2020	X			FSG	FACILITY SOLUTIONS GROUP	65.64
74881672	09/29/2020	X			OGLETREE	OGLETREE, DEAKINS, NASH, SMOAK & STEWART, P.C.	586.50
74881848	09/29/2020	X			TURNER	TURNER CONSTRUCTION	191.32
74881849	09/29/2020	X			BURTTAY	TAYLOR BURTON	1,000.00
74881850	09/29/2020	X			MIDCON	MID-CON MANAGEMENT LLC	3,570.00
74881851	09/29/2020	X			ATRONIC	ATRONIC ALARMS INC	15,878.03
74881852	09/29/2020	X			AMAZON	AMAZON	1,320.96
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