

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**January 2017**

**CONSIDERATION OF COMPLIANCE OF CHARTER SCHOOL PROPOSAL:
THE ARCH COMMUNITY SCHOOL**

STATUTORY AUTHORITY:

Section 160.400, RSMo

Consent
ItemAction
ItemReport
Item**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri General Assembly authorized establishment of charter schools in the Kansas City 33 and St. Louis City School Districts. The Department of Elementary and Secondary Education has the responsibility of reviewing proposals of charter schools that have been approved by an authorized sponsoring entity.

The Department has received a charter school proposal approved by the University of Missouri-St. Louis for a term of five years. The Arch Community School anticipates opening within the boundaries of the St. Louis Public School District for the 2017-18 school year. The school will open with grades K-3 and grow an additional grade each year through the first five-year term of the charter. The goal is to ultimately establish a full K-5 LEA by the 2021-22 school year.

PRESENTERS:

Chris Neale, Assistant Commissioner; and John Robertson, Coordinator of Educational Support Services, Office of Quality Schools, will assist with the presentation and discussion of this agenda item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize The Arch Community School to commence operations pursuant to the charter granted by the University of Missouri-St. Louis for five years, effective for the 2017-18 school year.



Charter Schools Office
3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872

Nov. 2, 2016

Charlie Shields: President, Missouri State Board of Education
Vic Lenz: Vice-President
Members of the State Board of Education

This letter serves as notification that the University of Missouri-St. Louis has carefully reviewed the charter school application submitted by the Board of Directors of The Arch Community School and fully endorses its contents; believing that the application is in compliance with the law and the school is poised to provide an exceptional education to those students who will attend it.

Should the Board of Education approve this application, the University of Missouri-St. Louis Charter School Office will be proud to sponsor The Arch Community School and support its board of directors and school leadership in fulfilling the terms of its charter granted by the University of Missouri-St. Louis.

Sincerely,

Ann Taylor
Dean, College of Education

Christopher Spilling
Provost and Vice Chancellor for Academic Affairs

Bill Mendelsohn
Executive Director, Charter Schools Office

Katie Jochens
Director, Business Services

**The Arch Community School
2153 Salisbury St.
St. Louis MO 63107**

Missouri Charter School Application

Table of Contents

A. Education Plan		Page
A.1	Mission, Vision and Educational Philosophy	3
A.2	Curriculum and Instruction	5
A.3	Assessment	12
A.4	School Calendar and Daily Schedule	14
A.5	Target Population	15
A.6	Special Student Populations	17
A.7	School Specific Goals and Objectives	20
A.8	School Climate and Discipline	22
 B. Organizational Plan		
B.1	Governing Body	24
B.2	Governing Board Composition	26
B.3	Management and Operation	29
B.4	Staffing and Human Resources	33
B.5	Student Recruitment and Enrollment	35
B.6	Parent, Community and Educator Involvement	38
 C. Business Plan		
C.1	Budget	41
C.2	Financial Management	43
C.3	Facility	44
C.4	Transportation	44
C.5	Insurance	44
C.6	Closing Procedures	45
 Appendices		
Appendix A:	Curriculum Framework	
Appendix B:	School Calendar	
Appendix C:	Sample Daily Schedule	
Appendix D:	Articles of Incorporation	
Appendix E:	Bylaws	
Appendix F:	501(c)3 documentation	
Appendix G:	Criminal Background & Child Abuse Registry Forms	
Appendix H:	Founding Board Resumes	
Appendix I:	Information: Prospective Charter School Board Members	
Appendix J:	Job Descriptions	
Appendix K:	Organizational Chart	
Appendix L:	Letters of Support	

Appendix M: Five-Year Budget & Assumptions
Appendix N: Cash Flow Forecast
Appendix O: Financial Letter of Support
Appendix P: Insurance Coverage
Appendix Q: Start-up Timeline
Appendix R: Citations and References
Appendix S: Performance Contract

The Arch Community School

2153 Salisbury St.
St. Louis, MO 63107

Missouri Charter School Application

A. Education Plan

A.1 Mission, Vision and Educational Philosophy

MISSION: Children will be engaged in an individualized, challenging education in a safe and supportive environment to prepare them to be the confident, capable and creative framers of their futures.

VISION: By the end of the school's first charter term in 2022:

- Students will be achieving at high levels with a sense of purpose.
Evidenced by:
 - Annual academic improvements in Northwest Evaluation Association, Measure of Academic Progress (NWEA, MAP) and Missouri Assessment Program (MAP) scores
 - Annual improvement in reading levels
 - Annual student set goals and their results
- Classrooms will be joyful spaces of teaching and learning.
Evidenced by:
 - Annual student and staff surveys
- Teachers will feel supported by the instructional leadership team as they continue to grow according to individual development goals.
Evidenced by:
 - Annual Teacher PD goals and results
 - Annual staff survey
- Parents will be actively engaged and feel valued by school leadership and staff.
Evidenced by:
 - Participation data from workshops and Parent/Teacher conferences
 - Annual parent survey
- Students will feel a strong sense of ownership over their own learning and academic trajectories.
Evidenced by:
 - Annual student survey
- Parents and staff will feel a strong sense of ownership over the learning and academic trajectories of their students.
Evidenced by:
 - Annual parent survey

- Annual staff survey

In order to reach this vision, we have written a set of ambitious school performance goals. These goals reflect our commitment to accountability and the measurable review of academic strength.

- **Academic Goal #1:** The Arch Community School (TACS) will earn an Annual Performance Report that reaches at least 70% by the school's fourth year of operation.
- **Academic Goal #2:** TACS will increase the percentage of students scoring at or above the mean Student Status Norm on the NWEA Measures of Academic Progress (MAP) assessment.
- **Attendance Goal:** 90% of students will be in attendance at least 90% of the time.
- **Staff Learning Goal:** 100% of teachers and administrators will develop and complete personal professional development plans aligned with an evaluation program that meets state requirements.

EDUCATIONAL PHILOSOPHY:

Ensuring a safe and secure learning environment for students and adults

- Establishing, teaching, modeling and maintaining clear behavioral expectations.
- Supporting policies and procedures will be set with input from the community to create a productive learning environment.

Delivering rigorous and relevant curricula and instruction

- Quality curriculum and strategies will be highly engaging for students increasing their achievement.

Cultivating a professional environment of continuous learning

- Staff will collaborate in a professional learning environment that encourages the spread of ideas and instructional strategies as dictated by the needs of our students.
- 100% of the teaching staff will develop and complete personal professional development plans.

Leadership to drive continuous improvement

- The school principal will set clear goals with a plan to reach those goals.
- The school principal will cultivate leadership in staff, parents, students and the community to support reaching those goals.

Whole-child, student-centered learning

- Students will be prepared academically, socially and emotionally to succeed in the future.
- Individual plans of learning will be developed for each student.

A.2 Curriculum and Instruction

Curriculum Overview

TACS is committed to implementing a rigorous and relevant curriculum and instructional strategies that will provide students with an integrated and student-centered body of knowledge and skills. There will be an emphasis on mastering foundational learning, to support students as they engage their curiosity and inquisitiveness through engaging course offerings, curricula, and instructional strategies. Our curricula will be aligned with Missouri Learning Standards, which in turn provides alignment to the Missouri Show-Me Standards and Grade-Level Expectations. Initially, research-based curriculum in literacy, math, science, and social studies will be used to provide a foundation—a jump-start—towards ongoing curriculum development; however, the school’s goal is for curriculum reviewed and aligned each year by TACS staff with the assistance of curricular experts and school leaders in future years.

Table 1 is a timetable for the staff development and curriculum alignment.

Table 1. Framework for Developing Staff and Aligning Curricula in Core Academic Areas						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Operational:		Gr. K-3	Gr. K-4	Gr. K-5	Gr. K-5	Gr. K-5
Staff Developed in Curriculum delivery for:	K-3	Gr. 4	Gr. 5			
Curriculum vertically aligned by:	Gr. K-3 teachers	Gr. 3-4 teachers	Gr. 4-5 teachers			
Ongoing revision and alignment of curriculum, in grade teams		Gr. K-2	Gr. K-1 Gr. 2-3	Gr. K-2 Gr. 3-5	Gr. K-1 Gr. 2-3 Gr. 4-5	Gr. K-2 Gr. 3-5

Intentional School-Wide Focus on Literacy and Language Development

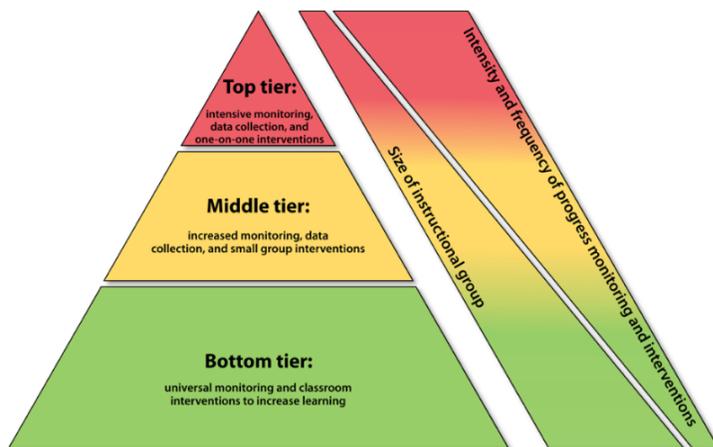
Literacy in reading and writing is a prerequisite for student success in all academic areas. It is part of the foundational learning that allows students to express their deeper thinking and learning. This requires a strong foundation in language. Students must be able to effectively use and interpret language when interacting with the world around them. To support all students in reaching this vision, there will be an intentional school-wide focus on reading and writing literacy at TACS. On a day-to-day, implementation level, this focus is translated through the following collective goals:

- Students will be able to comprehend complex texts, both literary and informational.
- Students will be able to respond both orally and in writing to complex literary and informational texts.
- Students will transition from *learning to read* in grades K-2 to *reading to learn* in third grade and beyond.
- Students will continue to deepen their skills as readers and writers every year.
- Students will integrate these skills with reading and writing literacy activities in social studies, science and math.

Tiered Literacy Model

To meet all student needs and abilities, TACS will adopt a tiered literacy model defined by:

- a focus on supporting teachers through ongoing professional development to deliver quality core instruction in Tier 1
 - Professional development will include:
 - Cementing an understanding and creating a shared knowledge of the five major components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text comprehension
 - Administering and interpreting running records of student reading to plan the next steps in instruction for each student. Having an agreed upon expectation in using running records will support program fidelity
 - A deeper understanding of the materials from the *Good Habits, Great Readers*, Pearson Reading program and the *Write Habits*, Pearson writing program
- delivering targeted and responsive interventions for struggling readers in Tiers 2 and 3.



Response to Intervention Model

Tier 1 – Quality Core Instruction

TACS will adopt strategies in line with a balanced approach to reading and writing literacy development including instruction of both code-based and comprehension strategies. Literacy instruction will include the five essentials of reading – phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension and writing.

TACS will use Good Habits, Great Readers (Pearson) for Tier 1 reading literacy instruction. This program utilizes a balanced literacy approach to whole group, small group, and individual instruction. Students engage in reading quality literature at their instructional level; there are no workbooks or worksheets. Authentic texts are part of the program and TACS will augment with more as needed. This approach is effective in narrowing the achievement gap, particularly in first grade, thus providing a firm foundation in reading. Students also demonstrated increased interest in reading.

The program provides materials and teacher resources that will enable teachers with or without experience to initiate balanced literacy. Research has shown that teachers found this support to be very helpful. Ongoing professional development will be provided to assist teachers in gaining mastery (Good Habits, Great Readers Final Report: Executive Summary, 2007).

TACS will use Write Habits (Pearson) for Tier 1 writing literacy instruction. This program works in tandem with the Good Habits, Great Readers program.

Tier 2 – Targeted small-group intervention building on the foundation of Tier 1 instruction

Tier 2 students will be supported through targeted, small-group interventions in addition to Tier 1 instruction. Teachers will administer and analyze the results of progress monitoring tools with guidance from the Literacy Coordinator. During daily grade-wide intervention blocks, students will be strategically placed into small groups per needs and/or strengths. The *Fountas & Pinnell Leveled Literacy Intervention System (LLI)*, will be used for Tier 2 interventions. The intervention block will be staffed to allow for students to receive interventions in small groups. Student grouping will be fluid as continuous progress monitoring data will inform student placement.

Tier 2 students will be identified through the analysis of several assessments and observational tools such as the Developmental Reading Assessment (DRA), the Benchmark Assessment System (BAS) and teacher developed assessments. These will be analyzed at grade level meetings with the support of the reading specialist.

Tier 3 Support – The Literacy Center and High Capacity Tier 3 Interventions

Each grade-level will have two Enrichment and Intervention periods. While students attend enrichment/intervention classes, teachers will have the opportunity to collaborate with grade level teams around literacy. Students who are struggling with literacy proficiency will be identified using multiple data points. Students needing Tier 3 interventions will receive services through the Literacy Center in lieu of one enrichment class each day.

The Center will be staffed by a certified teacher (Literacy Coordinator) and additional paraprofessionals as needed to keep group sizes small. The center is designed to offer supplementary support, or a “double dose” of literacy. Students will receive small group or one-on-one instruction utilizing specialized curriculum designed to meet the needs of struggling readers. Efforts will start with *Fountas & Pinnell Leveled Literacy Intervention System (LLI)* but other resources will be used if needed, including *The Really Great Reading Company’s* Phonics Suite programs- *Phonics Blast* (grades K-2) & *Phonics Boost* (Grades 2-4), Zoo Phonics or Wilson Reading System.

An individualized intervention program and timeline of instruction will be devised for each student. Each student’s progress will be carefully monitored, and instructional interventions will be adjusted per the student’s current needs and progress. Students will be assessed on a weekly basis using the progress monitoring tools from NWEA. Students will help set fluency and accuracy goals and track their own progress along with center staff. As students’ reading skills improve, they will be transitioned out of the center, and the staff will continue to monitor each student’s progress to determine if further intervention is necessary. There will be frequent and consistent communication between literacy center staff and classroom teachers to share student progress, troubleshoot literacy concerns in the classroom, and to design interventions that will best meet ongoing individual students’ needs.

Math Curriculum

The Missouri Learning Standards will be the foundation of the mathematics curriculum. Through ongoing professional development all teachers of math will be supported in unpacking and developing a deep understanding of the Missouri Learning Standards. In future years, TACS will adopt a tiered/workshop approach to math instruction like reading. These parallel structures in literacy and math will facilitate a deep understanding of needs-based instruction among teachers.

Similar to our approach in Literacy and Communication Arts, school leaders expect to purchase a research-based math curriculum that will serve as the basis for developing a responsive math curriculum that allows for integration into other curriculums. *Investigations in Number, Data and Space*, developed by the Technical Education Research Center (TERC) and the National Science Foundation, will be used as the mathematics curriculum for grades K-5. *Investigations* is a widely-used program that provides comprehensive professional development, lessons, and units. *Investigations* is inquiry-based and uses a workshop approach to teaching and learning. This curriculum provides a host of resources for creating a multi-faceted mathematical foundation for students, including both school and home resources. School leaders, teachers, and parents will continually examine the effectiveness of *Investigations* as the school grows.

Science

All science instruction will be grounded in the Missouri Learning Standards. While covering the essential components of a science curriculum aligned to Next Generation Science Standards, students will experience the importance of scientific studies for the development of critical thinking skills, habits of mind, and methodical analysis and diagnosis. Students will be provided with authentic learning experiences that widen their understanding of themselves and the world around them. These experiences will introduce students to basic scientific concepts that allow them to develop an understanding of how the world of living and nonliving things works. In the early grades, students must be able to not only make sense of the world, but to also articulate their thinking about it. Students will be exposed to rich science content and vocabulary through inquiry-driven learning opportunities. MySci science kits from the Institute for School Partnership at Washington University in St. Louis, will serve as our curriculum and source for hands-on/authentic experiences. In future years, teachers will work to develop integrated projects with other curricular areas.

The MySci Units K-5

Grade	LIFE SCIENCES	EARTH AND SPACE SYSTEMS	PHYSICAL SCIENCE	
K	1 Introduction to Plants and Animals <i>Basic Needs of Plants and Animals, Taking Care of Pets</i>	2 Sun and Shade <i>Weather Patterns, Sun, Temperature and Shadows</i>	3 Make it Go! <i>Push and Pulls, Introduction to Forces and Motion</i>	4 Seeing, Hearing, Smelling and Touching Like a Scientist: Observing Properties of Materials
1 st	5 Birds, Beaks and Babies <i>Adaptations, Life Cycles, Ecosystems</i>	6 Seeds, Sprouts and Sunshine <i>Plants and How They Grow</i>	7 Sun and Moon <i>Relative Positions of Sun, Earth and Moon, Patterns and Seasons</i>	8 Putting on a Show with Light and Sound <i>Sound and Light Waves, Vibrations, How the Ear and Eye Work, Communicating with Sound and Light</i>
2 nd	9 Helping Seeds Travel <i>Parts of Plants, Pollination and Interdependent Relationships</i>	10 Wind and Water Change the Earth <i>Landforms, Bodies of Water, Erosion, Flooding and Prevention</i>	11 A Home for a Penguin <i>Properties of Matter, Heating and Cooling</i>	12 Tools of the Trade <i>Using Standard Scientific and Measurement Tools</i>
3 rd	13 Adapting to Change <i>Ecosystems, Animal Groups, Adaptations and Fossils</i>	14 Change Over Time <i>Life cycles, Inheritance and Variation of Traits</i>	15 Observing Weather Patterns <i>Seasons, Water Cycles, Climate, Hazardous Weather</i>	16 How Things Move <i>Forces and Motion, Interactions and Ramps</i>
4 th	17 Structure, Function and Survival <i>Body Systems and Information Processing in the Natural World</i>	18 Our Dynamic Earth <i>Using Maps to Understand Earth Changes Over Time</i>	19 Wave After Wave <i>Vibrations, Digital Information, Light, Sound</i>	20 What Energy Does <i>Natural Resources, Transferring and Transforming Energy</i>
5 th	21 From Sun to Food <i>Photosynthesis, Respiration and Ecosystems</i>	22 Using Our Resources Wisely <i>Alternative Energy Sources, Natural Resources</i>	23 Our Place in the Universe <i>Earth, Orbits, Solar System, Patterns</i>	24 What's Consistent About Matter? <i>Properties of Matter, Mixtures & Solutions, Physical & Chemical Reactions</i>
				25 Simple Machines, Complex Inquiry <i>Forces, Work and Making Work Easier</i>

Social Studies

Similar to our approach to literacy and math we may use a purchased social studies curriculum as the foundation for subsequent development of integrated units and projects. It will be my World Social Studies from Pearson. The curriculum and instruction employs a variety of approaches, including visual discovery activities and writing for reasons and audiences. My World offers chances for daily writing and reading in social studies learning to integrate the learning curriculums.

Art

Visual art will use a “Artist’s Studio” approach that will allow students to see themselves as active members and contributors to the world of art. It will provide a structured framework for teaching students the elements of art as well as other media and allow students to use those skills to create their works of art. Additionally, students will be introduced to the works of the great artists of the past, providing students with an historical perspective, build their artistic skills and use art history to recognize connections among the culture and historical periods throughout the world.

Music

Music will be an engaging time at TACS. Students will learn to sing, dance, play instruments and read music. A specific curriculum has not been chosen at this time. The curriculum chosen will need to be student-centered and foster the appreciation of the intellectual, social, emotional, and aesthetic aspect of music and the arts.

Health and Physical Education

TACS will use the *SPARK* early elementary (K-2) and elementary (3-5) curriculum. *SPARK* is a nationally recognized research-based program that provides specific lesson plans integrating physical activity with reading and math skills. *SPARK* will provide a solid curriculum and professional development platform to ensure that our students receive high-quality physical education.

Enrichment and Intervention

All students K-5 will have the opportunity to attend up to two enrichment/intervention classes daily. Students will explore their interests by engaging in these enrichment choices. Examples might be: art, chess, dance, drama, chorus, engineering, robotics, physical fitness, foreign language, or student designed projects. These enrichment offerings not only allow students to explore their interests, but it also builds in time for daily professional development for teachers. These classes will be offered to students to bolster their experiences and help them find their own interests and passions.

Interventions will also be enriching as they build skills in areas indicated by data review. Groups will be small. Interventions will be focused. Assessment will be ongoing.

Professional Development Plan

A comprehensive professional learning model is integral to the success of TACS and will include training through embedded, ongoing professional development; daily, dedicated collaboration time for teachers; professional development workshop early student dismissal days; and summer planning professional development opportunities for post and pre planning. We believe that educational leaders and teachers deserve quality professional learning opportunities to develop and perfect their pedagogy. During Year Zero, the principal will develop a flexible school-wide professional development plan that will be adjusted as the school grows. This plan

will possibly include: effective classroom management, working with building-wide positive behavioral supports, effective data collection analysis and proper usage of curriculum resources. Professional learning opportunities for staff will be informed by student data and teacher need. We may also send faculty to a variety of conferences so that teachers and members of the leadership team can interact with national thought leaders in education.

Embedded, Ongoing Professional Development

These opportunities will follow professional development workshops with support for teachers throughout the school year (i.e. collaborative learning communities, enhancing all areas of curriculum instruction, instructional coaching, teacher mentoring).

Daily dedicated collaboration time

Daily, dedicated collaborative planning time during student enrichment class periods will provide opportunity for regular collaborative team meetings. With the support of the school leadership, teachers will analyze student data, share and reflect on teaching practices, plan for differentiated instruction to address students' needs and design assessment protocols. This daily planning block will also allow for ongoing professional development to occur during the school day.

Professional Development on Early Release Days

A number of early release workdays, dedicated to staff professional development will be set aside in the school calendar. The instructional leadership team and school partners will deliver high-quality workshops per school-level data trends and teacher need. Teachers will be able to work within and across grade-levels to build connections, problem solve and action plan.

Student Enrichment Experiences

On early release days, student groups will take field experiences to some of the great free resources here in the St. Louis area. These experiences will be connected to one or more of their learning goals in ELA, Math, Social Studies and Science. These will broaden their knowledge base and also provide them personal experiences they can use for writing and reading motivation and growth.

Summer Jumpstart PD & Student Orientation Days

At the beginning of each school year, the instructional team will come together for intensive summer professional development for half days for a two-week period. This will be followed by a week of student orientation half days. This "Jumpstart" would be a three-week effort to give staff, students and parents a head start into the school year.

Goals for the Jumpstart with staff:

- Teambuilding: Getting to know one another and begin setting patterns for the professional, trusting relationships and communication needed to be an effective team. (1 day)
- PD to basic understanding of the curriculum materials they will be using and will be available to them. (2 days)
- Review the curriculum map and begin planning for the year. (1 day)
- PD in understanding the community with which we work. This will include some information and discussion along with a walk through the neighborhood and a forum with some parent representatives. (1 day)

Goals for the Jumpstart Student Orientation Days:

- Teambuilding activities
 - These would include fun, kinetic activities to allow staff to know students, students to know their peers.
- Class Building Activities
 - These will begin teaching classroom management procedures which will allow students to best learn and support each other and their learning environment.
- Staff and parents will be able to begin the important task of trust building in a non-academic experience.
- Some pre-screening identification to allow staff to identify possible concerns that will need to be targeted both academically or behaviorally.

In Year 1, the PD will focus on building the foundation for a strong school community. This will include team building, teacher skill building and work in getting to know our community of students and families. The instructional leadership team and school partners will provide a variety of training opportunities for teachers. Teacher skills may include, but are not limited to, delivering high-quality standards-based Tier 1 instruction to support the RTI model; administering and scoring assessments; creating effective and positive learning environments; identification, modification and accommodation for students with different learning needs; embedding literacy across disciplines; and integrating technology into daily lessons. The school reserves the right to amend the school calendar and professional development projections according to school and community needs.

The student orientation days will focus on “class building” and team building activities. Embedded in those will be routines and procedures designed to mirror the expectations of behavior TACS will have for student behavior during the school year. The goal is for students to build trust in each other and school staff. The goal for staff is to start the process of developing meaningful relationships with their students.

See Appendix A for a curriculum framework

A.3 Assessment

School, class, and student-level data will drive instruction, interventions and professional development at TACS. Teachers will regularly use formal and informal standards-based (Missouri Learning Standards) assessments to capture student-level data and will adjust instructional support accordingly. Informal assessments might include teacher checklists, exit sheets and samples of student work. Such regular assessment will allow for frequent and consistent feedback to students, parents and guardians on student performance and progress towards goals.

TACS teachers will explain and support students in understanding and owning their goals throughout the year. Students will be able to restate to TACS staff and their parents, what their goals are at any present time in a way that shows they understand what they are trying to accomplish.

TACS's assessment process will encourage teacher collaboration by coming together to dissect student data trends, adjust instruction, and determine which instructional strategies are impactful on student learning. The sections below provide an overview of the assessment tools and strategies we will employ as a part of its academic program. These include state mandated tools, norm-referenced assessment tools, diagnostic assessments, as well as curriculum-based assessments.

State Mandated Assessment Tools

In accordance with state policy and Missouri Revised Statutes §160.518, TACS will administer all standardized state approved assessment tools including the Missouri Assessment Program (MAP) or any successor approved by the Missouri Department of Elementary and Secondary Education. As prescribed in state policy and Missouri Revised Statutes §160.522 and §160.410(4), TACS will complete and distribute an annual report card detailing student performance and progress towards goals.

As part of its accountability process, we will also use data from standardized tests to evaluate the effectiveness of the school's educational program. Accommodations, as specified in either a student's IEP or 504 plan will be implemented.

National Norm-Referenced Assessment Tools

We will administer the nationally-normed measure, NWEA MAP, in reading and math at least three times a year.

Diagnostics and Progress Monitoring

TACS will use periodic assessments in reading, language arts and math. They will be administered to track student growth. NWEA has a program that fits this need. Teachers will use these assessments to determine student proficiency, to identify students who may need additional support within the tiered RTI model in areas of reading and math and to progress monitor identified students. Other diagnostic tools will be used if staff feels there is a need for more information.

Reporting Student Progress

To continually improve our academic program, TACS will collect and monitor student data while also adopting consistent and transparent processes for communicating progress to all stakeholders (students, parents, board members, school partners).

The Principal in collaboration with staff will have the responsibility for the classification, promotion, and retention of students. Each student will be placed at a level where the best opportunity for educational growth and development can occur as determined by:

- Achievement measures, including the results of standardized tests, and state mandated tests.
- A review of teacher recommendations and student records.
- On-going teacher assessments and regular standardized testing will identify individual student progress which will be documented in the Individual Learning Plan (ILP).

The instructional staff will also document progress through the following means:

- Anecdotal records and teacher observations
- Competency checklists
- Teacher-made tests
- Teacher grade books
- Regular progress reports for parents

ILP goals will be established and addressed immediately using intervention techniques such as individual instruction for certain skills, differentiated instruction, peer tutoring, skill re-teaching, Title I services, community volunteers, and any other available special services. After-school programs will also support the accomplishment of goals. Progress toward achieving goals will be closely monitored. If progress is lacking, further assessment might be warranted.

The Principal may also suggest the student attend summer school for accomplishing predetermined goals. When retention is considered, the Principal will confer with the student's parent/guardian to explain the reason(s) for the retention. The above-mentioned procedure does not apply: (a) to students receiving special education services whose plan includes and addresses the identified weaknesses, or (b) to students determined to have limited English proficiency. However, additional services will be offered.

The Arch Community School will provide the most effective arrangements of teaching/learning situations to assure the best possible student progress. It will require teachers to use their knowledge of child growth and development, learning modalities, differentiated instruction, and other approaches that move the child in the direction of achieving specific objectives.

A.4 School Calendar and Daily Schedule

Annual School Calendar

TACS will operate with a calendar that coordinates with the Saint Louis Public Schools. Although SLPS's calendar for the 17-18 school year is not available on line, we are planning a calendar that will include 183 instructional days or 1,055.5 instructional hours. Built into the 183 school days are six inclement weather make-up days. The proposed school calendar of 183 days (inclusive of 6 inclement weather days) and 1,055.5 instructional hours meets the requirements set out by RSMo 171.031.1.

Daily School Schedule

The school day will run from 8:00 AM to 3:30 PM on M-Th. On alternating Fridays, school will run from 8:00 AM to 1:30 PM to allow for staff PD. A typical school day will begin with breakfast at 7:30 A.M. Under an annual school calendar that includes 177 instructional days, students will receive 1,055.5 instructional hours.

After school tutoring will be offered from 3:30 P.M. until 4:15 P.M. with a childcare service that is offered free to all students. Our goal is for all students to meet the requirement for promotion and achieve their full academic potential.

- The proposed daily schedule supports the school's vision and academic model through:
Extended learning blocks: The daily schedule has been designed to accommodate the need for significant dedicated blocks of academic time.
- **Daily professional time for teachers:** Teachers will have dedicated daily planning blocks while students are in enrichment/special courses. This allows time for shared planning, data analysis team meetings, classroom observation as well as mentoring and team teaching.
- **Abundant opportunities for student enrichment courses:** Students have multiple opportunities for enrichment classes. Enrichment course offerings may include (but are not limited to): fine arts, chess, debate, dance, robotics or chorus. Students will also have the opportunity to participate in physical education and possibly a foreign language.
- **Daily recess for all grades:** Students' overall wellness is important to our school. Our daily schedule allows each student to have dedicated time for recess each day.
- **Dedicated enrichment/intervention block:** The extended day allows for dedicated Response to Intervention time as needed.

TACS's proposed annual calendar can be found in Appendix A.4-2. The school year includes extensive professional development time for teachers. Alternating Fridays will be early release days, releasing at 1:30. This weekly time will be used to work with student data to best be prepared to serve the students. In addition, as described in the *Daily Schedule* section below, teachers will have daily planning time during student enrichment blocks.

Compliance with Missouri Revised Statutes

The school calendar and daily schedule were designed according to the requirements outlined in Missouri Revised Statutes 160.011 and 160.041. In accordance with Missouri Revised Statutes 171.033.2, the school will set aside a minimum of six (6) days for inclement weather redemption days.

See Appendix B for the school calendar
See Appendix C for the daily schedule

A.5 Target population

The Arch Community School will be a neighborhood, community school, serving students from a dedicated area:

The attendance boundaries for The Arch Community School will be:

- Palm and Natural Bridge on the southwest (running to Grand)
- Grand on the northwest/north (running to Interstate 70)
- Interstate 70 and back to Palm and Natural Bridge (via Branch St)

According the ACS Demographic and Housing projections for 2014 by 2017/2018 there will be 3212 elementary school-aged children in the 63107 zip code. There are currently 3 St. Louis Public Schools (2 neighborhood schools, 1 magnet), 1 charter, and 1 non-public school with a combined enrollment in 2015/16 of 1,468 students. Unlike neighboring zip codes, population in 63107 has increased since 2010.

Performance as measured by the Missouri Assessment Program is significantly below state targets. The children in 63107 need a high-performing school that will help them and their families develop the knowledge, skills and habits necessary for a productive, satisfying life.

Residents are predominantly African-American (87.3%), low income (61.7% of school-aged children), and more likely to be unemployed (26.4%). They have a mobility rate that is significantly higher than the Missouri average. High mobility interferes greatly with identifying and remediating academic and social deficits, having a consistent curriculum, and building positive relationships with peers and faculty. The Arch Community School will provide a quality education for the 63107 community; students who move within the City of St. Louis will be able to maintain enrollment throughout their elementary school years, thus building a strong foundation for middle school, high school and beyond.

	Grades Served	Number of students
Year 1	K-3	160
Year 2	K-4	200
Year 3	K-5	240
Year 4	K-5	240
Year 5	K-5	240

- Year One: 160 students to be distributed in two all-day kindergartens, two first grades, two second grades and two third grades
- Year Two: Two fourth grade classrooms will be added increasing our student population to 200.
- Year Three: The addition of two fifth grade classrooms will increase our student population to 240.
- Year Four: Our student population will remain the same.
- Year Five: Our student population will remain the same.

Attrition rates vary considerably and are attributed to a variety of reasons. Local charter schools that serve similar populations reported that attrition varied from a low of 10 percent to roughly 50% from kindergarten to fifth grade. We are projecting an annual cumulative attrition around 25%, which would be partially offset by the enrollment of new kindergarteners and filling any other openings as they arise in grades 2-5 that reach targeted class size as determined by the school annually.

Our mission, curriculum and teaching methods were designed explicitly for this particular urban neighborhood. To succeed in school and in their lives beyond school, these children need the strong academic curriculum, consistent monitoring of their individual learning plans, small class size and a team working together to guide each child to master the skills needed for success.

A.6 Special Student Populations

TACS will provide a free and appropriate education (FAPE) to all enrolled students. Specifically, TACS will develop and adopt policies, procedures, and programs to ensure that all students identified for and requiring special education, English Language Learner/migrant services and/or homeless services receive appropriate instructional and behavioral support, in accordance with federal and state laws.

Our approach to serving all students and special student populations is to ensure that we create a safe and secure learning environment and train all staff on the latest instructional strategies. High-quality instruction (i.e., differentiated, individualized, rigorous, and relevant) is expected of all of our classroom teachers and will be provided to all students. TACS's belief and expectation is that students with diverse needs, when provided with appropriate support and individualized attention, can and should participate in mainstream, inclusive classrooms. Students with special needs will receive instruction in the settings identified in their Individualized Education Plans in the Least Restrictive Environment (LRE). Building upon Response to Intervention (RTI) as a proven approach for working with all students, not just those identified for special education, we will directly attend to the individualized needs of all students.

The following fundamental structures and procedures will be used by TACS to ensure that students' needs are met:

- The TACS Intervention Team
- Special Education Referral Process
- Administrative Family Visits
- Staffing and Transportation
- Curriculum and Instruction
- English Language Learner (ELL) Services
- McKinney-Vento Homeless Assistance Act Assurance

The Intervention Team: We will formally convene an intervention team that is comprised of a classroom teacher, a school administrator, and contracted support staff member (when necessary). TACS hopes to hire a school counselor and/or a school social worker to serve as a standing member of the intervention team. The purpose of the intervention team is to find appropriate accommodations or modifications for students who may be struggling academically or behaviorally, prior to the convening of an IEP team. The intervention team works with classroom teachers and students to develop and monitor Tier 2 interventions for all students as needed. It is our belief that students who may need minor adaptations to instruction or targeted support would benefit more from the work of the intervention team rather than a referral for an IEP. The intervention team will monitor the impact of the Tier 2 intervention, using data to determine how students are responding to the intervention and whether additional support or referral is necessary. If the interventions that the intervention team set in place are not sufficient, then the following IEP referral process will be started.

1. Classroom teachers, administrators, parents and support staff can recommend a student for interventions, prior to an IEP being created, at which point the intervention team will convene.
2. The intervention team will gather data and observations about the student and his or her

classes and behaviors and recommend a research-based intervention for the student.

3. After a pre-determined period, the team will reconvene and make a recommendation of continuing interventions or pursuing evaluation for special education services based on the gathered data and observations.

Transportation: TACS will contract with a local transportation service to provide transportation for students with special needs who require transportation, as reported in their IEP. Additionally, TACS will provide transportation, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless.

Curriculum and Instruction: Classroom teachers will receive training on how to make accommodations and modifications to their curriculum and instruction to reach all types of learners. As classroom teachers develop units and lessons, prospective instructional modifications and accommodations will be built into the curriculum, tested, and subsequently refined. Similarly, units and lessons will be more flexible and provide classroom teachers with multiple entry points through which to meet the needs of diverse learners. Parents and guardians will be kept apprised of the child's progress through quarterly progress reports and goal-tracking documents. The progress may be reported more or less as required by the IEP.

ELL Services: As students and families enroll, the enrollment form will have a section to choose the primary language spoken at home to identify the possible need for ELL support as early as possible. If the home language survey indicates a language other than English, or if the child's first language is not English, s/he will be screened using the WIDA-ACCESS Placement Test™ (W-APT). Parental consent is not required to administer this screening. Once a student is identified as an English Language Learner (ELL) and eligible for ESL services, we will notify the parent/guardian within the first 30 days of school or within the first two weeks of the student enrolling, if entering sometime after the beginning of the school year. The notification will include an explanation, in a language clearly understood by the parent/guardian, that annual English proficiency assessment will be administered until proficiency requirements are met.

Students will no longer be classified as Limited English Proficient (LEP) once they have demonstrated attainment of language skills necessary to effectively compete with non-ELL students in age and grade-level appropriate settings across all content areas. The student will be ready to transition out of language instruction educational programs once their English language proficiency is demonstrated in the following areas:

- Listening and speaking English
- Reading and comprehending academic English
- Writing in English
- Demonstrating English proficiency in academic subject areas

McKinney-Vento Homeless Assistance Act Assurance: School leadership will enact school policies and procedures in accordance to McKinney-Vento Homeless Assistance Act Assurance (42 U.S.C. 11431 et seq.). The principal will serve as, or designate a homeless liaison to meet the needs of the school's homeless students until a school counselor and/or social worker is hired, who will then serve as the homeless liaison. The school's Homeless Policy and related

policies will be developed by designated school leadership and The Board of Directors. The policy will include, but is not limited to, the following:

- The process for identification of homeless students
- Provisions of comparable services to homeless students
- Dispute resolution procedures
- Transportation accommodations
- Outline enrollment/placement of homeless students in their school of origin versus the school of residency
- Homeless liaison and their duties under McKinney-Vento and identification of designated staff
- Student Enrollment & Records procedures to address education, immunization, medical, and an extended process for enrollment in accordance with McKinney-Vento legislation

A.7 School-Specific Goals and Objectives

The following set of academic goals assumes that the current state accountability structure and system, including the Missouri School Improvement Program (MSIP-5), remain in place through 2021-22.

Academic Goals

Goal 1.1 The Arch Community School (TACS) will earn an Annual Performance Report that reaches at least 70% by the school's fourth year of operation.

Method(s) of assessment: School Annual Performance Report

Benchmarks:

- Year 1 (2017-18):
- Year 2 (2018-19):
- Year 3 (2019-20): APR will reach at least 70%
- Year 4 (2020-21): APR will reach at least at or greater than 70%
- Year 5 (2021-22): APR will reach at least at or greater than 70%

Goal 1.2 For each grade level cohort of students, the spring RTI score for the NWEA MAP assessment will be at or above the predicted spring RTI score as predicted by the fall benchmarking of that school year.

Method(s) of assessment: Multiple administrations (3 times per year) of the NWEA MAP test in reading and mathematics

Benchmarks:

- Year 1 (2017-2018) through Year 5 (2021-2022):
 - Fall benchmarking sets the "predicted spring RIT" score.
 - The actual spring benchmarking RIT score will meet or exceed the "predicted spring RIT" score

School Climate and Culture Goals:

Goal 2.1 Students will feel TACS is a safe environment where being respectful is taught and expected.

Method of assessment: Students will complete a survey about their perception of the school climate on an annual basis.

Benchmarks:

- Year 1 (2017-18): Benchmark set with the survey completed at the end of first year.
- Year 2-5 (2018-22): Improve upon the previous year's percentage by 3-5% while aiming for the goal of 90%. When 90% is reached, the goal will be to maintain 90% or improve.

Attendance Goals

Goal 3.1 At least 90% of TACS students will attend school at least 90% of the time.

Method of assessment: Attendance rates calculated by MSIP 5 Performance Standard 4

where the percent of students who regularly attend school meets or exceeds the state standard or demonstrates required improvement

Benchmarks:

- Year 1 (2017-18): $\geq 80\%$
- Year 2 (2018-19): $\geq 80\%$
- Year 3 (2019-20): Approaching $\geq 85\%$
- Year 4 (2020-21): On Track $\geq 85\%$
- Year 5 (2021-22): On Track $\geq 90\%$

Parent Engagement Goals

Goal 4.1 Families will be invested in the school's mission and operate as effective advocates for their children's learning and development in partnership with school staff.

Method(s) of assessment: Parent contracts, parent/teacher conference tracking

Benchmarks:

- 70% percent of parents/caregivers will participate in at least one parent/teacher conferences in Academic Year 2017-18 and participation will increase by 5 percentage points per year thereafter up to 90%.
- The families of 80% of students will sign "Family/School Contracts" in Academic Year 2017-18 and participation will increase by at least 1 percentage point per year thereafter up to 90 percent.

Operational and Financial Management Goals

Goal 5.1 TACS will prioritize prudent financial management and overall operational effectiveness. The school will operate within its means, maintain an operating reserve of at least 3%, and receive a "clean" opinion its independent financial audit each year.

Method(s) of assessment: annual budgets, a clean opinion on the audited financial statements and maintenance of an operating reserve.

TACS Performance Contract With the University of Missouri – St. Louis

TACS has agreed to a five-year performance contract with our sponsor, the University of Missouri – St. Louis. The contract appears below in Appendix S.

See Appendix S for TACS Performance Contract

A.8 School Climate and Discipline

TACS is committed to promoting a rigorous yet joyful school culture with a special focus on collaboration, empathy, and encouragement. We will develop a school culture that cultivates perseverance, creativity and collaboration with peers to solve problems. We believe that school climate must be thoughtfully and strategically developed to reinforce student learning.

Our approach to school culture will be informed by the tenets of social and emotional learning (SEL). A growing body of research supports the importance of intentional SEL development in student achievement in the elementary and middle school settings. The five SEL competencies – self-awareness, self-management, social awareness, relationship skills, and responsible decision making – play a critical role in a student’s ability to navigate relationships with peers and adults within a school setting.

A meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **Improved academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **Improved attitudes and behavior:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and improved classroom engagement;
- **Fewer negative behaviors:** disruptive behaviors decreased significantly, as did disciplinary referrals and aggression; and
- **Reduced emotional distress:** fewer reports of student depression, anxiety, stress and social withdrawal.

The TACS leadership team will be charged with developing and refining the school culture plan according to an in-depth community-led process described below. In our conversations with the community, we will draw on evidence-based interventions - such as those provided by the Pacific Institute or the Second Step curriculum - to shape its school culture approach and philosophy. TACS has highlighted the following elements that may be incorporated into the school culture plan:

- **School uniforms:** Simple, neat, yet inexpensive uniforms will be designed to promote school unity and spirit.
- **A focus on student-goal setting and celebration of goals:** Teachers will support students in setting and tracking individual academic and behavioral goals. Classes will have monthly celebrations of progress towards goals.
- **School contracts including school expectations and parent/student rights:** This includes an overview of school expectations, school goals, school policies and the rights of parents and students at the school. This document is non-binding but is a way for teachers, administrators and parents to come together at the beginning of each school year to discuss this shared experience.
- **Predictability: Routines, procedures and systems:** There will be clear and consistent school-wide systems, routines to provide a sense of predictability and guidance for students and teachers.
- **Family engagement:** Frequent communication with families on student progress, multiple opportunities to build rapport with families/amplify family voices.

Developing Equitable and Effective Discipline Policies: A Community-Driven Approach

TACS school vision will be best achieved when educators, school leaders, parents, families, community partners, and community residents act collectively and take responsibility for the success of all children. Our commitment to family and community engagement stems from our core beliefs and is integral to our school culture. We know meaningful family engagement is critical and we also recognize that families, parents, and community stakeholders will play a key role in making the school successful.

We will organize community meetings, inviting parents, staff, Board Members and community members. Together we will design our schools discipline policies and student code of conduct along with a statement of parent rights. These will be developed using these resources:

- Missouri statute (RSMo 160.261 and all applicable suspension/expulsion statute) and the Missouri Safe Schools Act. All TACS policies will comply with state law regarding school discipline.
- Evidence-based, equitable interventions – Committee members will explore methods with proven track records of success such as the Pacific Institute. The Pacific Institute provides a set of principles firmly rooted in social cognitive theory. Their methods focus on habits, attitudes, beliefs, and expectations that drive student and teacher behaviors. Appropriate behavior plans will be explored for students with Individualized Education Plans (IEP).

The founding school principal will be charged with finalizing the committee’s recommended procedures and integrating them into a larger school culture plan. The principal will also ensure compliance with all laws and regulations relating to student discipline under RSMo 160.261 and notification of criminal conduct under RSMo 168.071.

Ongoing Parent Engagement

Active parental engagement and involvement are important to successful schools. As described in further detail in *B.6 Parent, Community and Educator Involvement*, we will utilize a variety of strategies and outlets to maximize parent involvement. We will actively engage families, parents, and community members to support student learning and create not only an environment for learning in the classroom and the school, but also an environment that fosters education beyond the campus. We will offer several opportunities for parents to connect with school leadership, teachers, and community partners. Parents and families will receive frequent and consistent updates on the progress of their student including frequent informal communication through a variety of forums, as well as quarterly Parent-Teacher conferences.

At the beginning of each school year, there will be a series of Back to School Nights during which parents can connect with staff and learn more about the school’s approach, procedures, and ways to get involved at the school. The leadership team, with feedback from parents, will develop an annual calendar of parent events including workshops, leadership meet and greet events, volunteer opportunities, and project-based learning exhibition nights. A description of proposed opportunities can be found in *B.6 Parent, Community and Educator Involvement*.

Organizational Plan

B.1 Governing Body

The Arch Community School, will be operated as a separate 501(c) (3) non-profit corporation pursuant to Missouri Revised Statutes chapter 355, will receive strategic direction, fiduciary oversight, and governance from The Arch Community School Board of Directors. The sponsoring university will provide accountability and public oversight to ensure that TACS governing board maintains its independence to govern the school. The sponsoring University will work with The Arch Community School Board to avoid the appearance of improprieties between TACS and all third-party relationships. The TACS Board of Directors is prepared to focus on governance and supporting the delivery of our academic promise during the school's crucial start-up phase and for the duration of their respective terms.

The Arch Community School Board of Directors will have governing and policy-making authority for the school. The Board of Directors will abide by all state statutes regarding charter school governance, including applicable items contained in the following:

- 105.450 (conflict of interest, decision-making public servants)
- 105.483, 105.485, 105.487, 105.489 (financial disclosure)
- 160.400 (charter schools defined)
- 160.405 (charter application, operation, and oversight)
- 160.410 (admissions and public information)
- 160.420 (employment, contracts, and certification)
- 537.700 – 537.756 (Missouri public entity risk management fund)
- 610.010 – 610.035 (quasi-public govt. body, Sunshine Law)
- 355, RSMo (nonprofit corporation)
- 355.326 (election of officers)
- and other applicable state and federal laws

The TACS Board of Directors will uphold the school's mission and vision, review and appraise the principal's performance, ensure effective organizational planning and help ensure financial stability.

Further, the Board of Directors is empowered to:

- Ensure that the school adheres to its charter, as well as state and federal laws and policies.
- Develop and adopt policy for the school.
- Hire and hold the Principal accountable for the academic and fiscal responsibility of the school.
- Monitor programs offered at the school.
- Provide support to the school for additional fundraising, marketing and other services as needs arise.
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

In accordance with Missouri Revised Statutes section 160.405.5 (8) (a), The Arch Community School will notify the St. Louis Public School District of this application. Upon approval from the Missouri Department of Elementary and Secondary Education, The Arch Community School will serve as a local education agency (LEA) and shall be considered a quasi-public

governmental entity subject to Missouri Revised Statutes sections 610.010. The Board is aware of the Sunshine Law and its application when conducting board and committee meetings. Current and prospective board members will complete criminal background checks and the Family Care Safety Registry in accordance with Missouri Revised Statutes section 160.400.11.

See Appendix D for The Arch Community School's Articles of Incorporation

See Appendix E for The Arch Community School's Bylaws

See Appendix F for The 501(c) (3) Documentation

See Appendix G for The Arch Community School's documentation of criminal background and Family Care Safety Registry check.

B.2 Governing Board Composition

The Arch Community School Board of Directors will provide strategic leadership, fiduciary oversight, and fund development for the school. The Board understands its duties and responsibilities as public servants for the purposes set forth Missouri Revised Statutes 105.450. To ensure the viability and success of TACS, the Board of Directors will be comprised of a diverse group of individuals, each strategically recruited for respective skill-sets and experiences. Drawing upon these skills, experiences, and backgrounds, The TACS Board, along with staff, will build a successful school that has the capacity and expertise to support the diverse academic needs and abilities of its students. The Board of Directors is ultimately responsible in supporting the principal who will deliver on the school's academic promises and encourage meaningful interaction of students and adults who will contribute positively to the school and larger communities.

The design for The Arch Community School, began in the spring of 2016. With the closing of a local school, a founding group of dedicated people - connected to the community TACS will serve - shared a belief that all children should have equal access to a quality learning experience. They believe every student's experience should be challenging and rewarding both academically and personally. It should enable them to become citizens ready to determine their own futures, participate in our democracy for the benefit of themselves and others and pursue their own dreams for the world beyond.

As an eclectic group of lifelong learners, the founding group has come together to offer others the same opportunity for access to a quality education that was granted them. To this end, The Arch Community School will offer the students, families and staff the support, encouragement and resources needed to fulfill this goal.

Members of the founding group are:

Kathleen T. Mueller: is a lawyer that is on the board of several not-for-profits that serve families, children and the elderly. She is a retired partner in Husch Blackwell LLP, where she practiced real estate law. Her practice included representation of national and international corporations on real estate and development matters, representation of various school districts in the disposition, acquisition, and development of school properties, and representation of educational and social service not-for profits. Prior to attending law school, she taught elementary school music. Over the years she has served on numerous boards, including board chair of a foundation, board chair of a private independent high school during a restructuring of the school governance model, board chair of a charter school and vice chair of the nation's ninth largest not-for-profit senior living provider. She is a member of the American Bar Association, The Bar Association of Metropolitan St. Louis, and the Missouri Bar. She has a BA from Maryville University (summa cum laude) and a JD from Washington University (Order of the Coif).

Janet B. LeSage is an educational consultant employed by LDR-Administrative services, LLC. She retired after serving 12 years as principal of Marion Elementary School in the Ritenour School District. Her prior experience includes 2 years as an assistant principal at Iveland Elementary School, 9 years as a resource teacher for Special School District of St. Louis County, 6 years as Director/Teacher of St. Martin's School for Special Children—an early intervention program in Ellisville, and, as a self-contained special education teacher in School District #57, Mt. Prospect, IL. She served six years on the Board of Directors for the Missouri Federation of the Council for Exceptional Children, a professional organization for teachers and

administrators in special education. During that time she represented the Missouri Division for Early Childhood (as founding president), and held leadership positions: vice president, president-elect, president, and past president. She was also honored to participate in a Fulbright administrator exchange program with Argentina. Her degrees are: Ed.D., Educational Leadership, St. Louis University; M.Ed., Educational Leadership, University of Missouri-St. Louis; M.S. Ed., Instructional Materials, Southern Illinois University-Carbondale; and B.S., Ed., Special Education, Northern Illinois University-DeKalb.

Kirk Mueller has served as a Gift Planning Counselor with the Lutheran Church, Missouri Synod, for eight years. Prior to that, he spent 33 years in Lutheran high school ministry, most recently as Director of Admissions and Development at Lutheran High School North in St. Louis. His passion is serving by building relationships with communities of people; relationships that will empower communities to accomplish great things.

In planning for the future continuity of the governing board, the founding group will be carefully selected to be the base for the Governing Board of Directors. As can be seen, the founding group brings most of the disciplines, experience and expertise needed to effectively establish sound policies, ensure an effective staff is hired, provide sound stewardship of financial matters, and establish productive relationships with all stakeholders.

We believe that this will give TACS a governing board that will be effective in overseeing all functions of the school as well as selecting individuals and companies that we may need to contract for special needs. In our efforts to select the governing board the founding group will strive to seek members who will understand and have a passion to achieve our goals of excellence in academics and social growth for the students of TACS. It is our goal to transition from our founding group over to a governing board once our application is approved.

The Governing Board of Directors will be the governing agency of The Arch Community School. The Board will consist of three to fifteen members. The officers of the Governing Board will be comprised of:

- President
- Vice-President
- Secretary
- Treasurer

These positions will be elected from the original Founding Board.

Upon approval from the Missouri Department of Elementary and Secondary Education, The Arch Community School will be subject to the Missouri Sunshine Law and will declare itself a local education agency (LEA). TACS will adhere to all laws and regulations stipulated in 160.40-160.420 RSMo.

In accordance with The Arch Community School by-laws the original Governing Board members will be appointed to a three-year term and may be elected to two (2) additional 3 year terms. Subsequent Governing Board members will be elected by the current Governing Board to a 3 year term and may also be elected to two (2) additional 3 year terms.

Governing Board members will participate in initial training once elected to the Board in order to develop and maintain an effective Board. Continuing training will take place for the full Board during each monthly board meeting (20 minutes), as well an annual Governing Board retreat (full day).

Roles and Responsibilities:

The Board of Directors will be responsible for the following:

- Develop a policy and procedural manual for TACS.
- Approval of a 5-year budgetary plan with a goal of an annual 3% surplus.
- Ensure financial check and balance procedures. Receive and approve monthly financial reports versus budget.
- Approval of an annual budget.
- Monitor school performance and assess progress related to goals as stated in the charter on a monthly basis.
- Ensure reporting of student achievement to parents, city and state.
- Develop an accountability plan and a method of reporting to the agency which sponsors the charter.
- Hire and evaluate the school principal.
- Direct, assist and contribute to fundraising.
- Approval of debt or financing arrangements
- Sale, lease, purchase, or disposition of real property.
- TACS will also initiate the creation of a Parent Advisory Committee in which parents and board members will share information and collaborate on educational and school climate improvements.

See Appendix H for Founding Board Resumes

See Appendix I for Information from Prospective Charter School Board Members forms

B.3 Management and Operation

The Principal will report directly to the Board of Directors. The Board may ask the Principal to serve as a de-facto Executive Director and sit on the Board as a non-voting member. It will be the responsibility of the Principal to recruit and hire all other staff members. All other faculty and staff will be employees of the corporation; however, the Principal will be the only staff member that will be hired and evaluated directly by the Board.

The Board will task the Principal with developing a robust teacher recruitment and hiring strategy reflective of school and community needs. A Human Resources Committee will be created to aid in this process. Board members will be an integral component of this team and will operate in an advisory capacity should issues of governance, fiduciary, or policy arise. However, the Principal and his or her team will oversee the day-to-day operations of the committee and process.

All prospective employees will be subject to a criminal background check as required by the state of Missouri and it is the goal of TACS to have all teachers both certified and of high quality.

At the end of the second school year TACS will do an independent program review. This review will be used by the Board, sponsoring university, principal and staff to adjust programming to best meet the needs of TACS students.

See Appendix K for the Organization Flow Chart

Principal

The Principal must be deeply invested in the mission and vision for the school. The Principal is responsible for executing this mission at the school level and will serve as the school's instructional leader. This individual must be able to create and maintain a school culture of accountability, collaboration, and high expectations for both children and adults. The successful candidate must be able to operate comfortably in a variety of settings and among diverse constituencies. He or she must champion the continued intellectual and professional development of the faculty and staff of the school. A detailed description of the principal's responsibilities can be found below:

Pre-Launch Year (2016-2017)

The Principal will work with strategic partners to:

- Guide the development of the curriculum, a school behavior plan, school policies, systems, and structures.
- Hire instructional and administrative staff.
- Develop a relationship with future parents, students, and the local community, including helping to ensure enrollment will sustain appropriate financing for the school.
- Connect the school community with the larger educational community, including other charter, public and independent schools in greater St. Louis area.
- Identify partners (companies, "artists-in-residence", non-profits, leaders) that have the potential to amplify the success of the school.
- Plan professional development including summer institute for new staff.

School Opening and Beyond

Beginning in the August of 2017, the founding Principal's core responsibilities include:

- Develop, implement and manage the school's academic program and behavioral system in a manner consistent with the school's vision and charter.

- Guide the development, implementation, and ongoing revision of a high-quality standards-based academic curriculum.
- Help develop and implement instructional programs, structures, and decision-making processes that support the school's vision, mission, charter, and instructional philosophy.
- Fiscally manage all aspects of the school.
- Lead the faculty in a process of ongoing improvement guided by a thoughtful, consistent approach to delivering a 21st Century learning environment built on research-based instructional methods.
- Recruit, hire, supervise, support, and evaluate instructional staff.
- Collaborate with strategic partners to actively recruit and hire a high-quality and diverse staff.
- Support teachers in their use of student achievement data to reflect on their teaching practices, making formal and informal decisions about instructional success.
- Create and implement effective systems that provide ongoing formative feedback to teachers for their professional growth, and conduct yearly evaluations of all instructional staff.
- Plan, implement, and support professional development programs for instructional staff as part of the school's overall professional development plan.
- Nurture and promote teacher leadership in support of the school's mission and continued growth and sustainability.
- Collaborate with the faculty to establish clear student achievement goals and provide the guidance to all instructional staff as they strive to support and fulfill the goals outlined in the school's charter.
- Assume responsibility for monitoring student learning: supervise and delegate the collection and analysis of multiple sources of data and use the results to continually improve learning and engagement among all students.
- Implement and maintain high standards for character development built upon the school's stated values.
- Oversee and delegate the design and implementation of extracurricular and summer programs, and assure the alignment of the programs with the school's academic mission.
- Ensure timely and accurate reporting of academic data to families, school sponsor, and the broader community.
- Order or arrange for all furnishings and materials to begin the year.

Assistant Principal (Half-time position)

The Assistant Principal reports to the principal and is responsible for providing support to the principal in all areas of the school as designated by the principal. Areas of responsibility include management of the student recruitment and enrollment process, facilitation of group planning and problem-solving sessions, providing coaching and support for teachers in maintaining high behavioral expectations, overseeing the management of individual behavior plans, and ensuring that the school environment reinforces the school's culture and vision.

The Assistant Principal will be responsible for the following:

- Supporting the principal in the fiscal oversight of the school
- Providing coaching and support for teachers in maintaining high behavioral expectations
- Overseeing the management of some individual behavior plans
- Ensuring that the school environment reinforces the school's culture and vision
- Supervise and evaluate all non-teaching staff

Business Manager (Part-Time Position)

The Business Manager reports to the principal and is responsible for providing the operational, and administrative leadership necessary to ensure the fiscal and educational success of the school.

The Business Manager will be responsible for the following:

- Supporting the principal in the fiscal oversight of the school
- Accounts receivables and billing
- Monitor cash flow of the school operations
- Coordinate with the Principal to keep accurate accounting of ADA as related to funding
- Fiscal reports, including but not limited to monthly financial statements to the board of directors
- In conjunction with the Board, facilitate a yearly independent audit of the school's financial records

School Counselor/Social Worker

The school counselor/social worker will facilitate the academic, social, and personal development of all students. They collaborate with parents, teachers, and school administrators to address students' strengths, troubles, and special needs.

School Counselor/Social Worker responsibilities include:

- Monitoring students' academic progress and determining if there are external or internal factors contributing to those with below average or failing grades
- Providing individual or group counseling to students
- Addressing behavior problems and referring students to outside resources if necessary
- Implementing a school wide guidance curriculum, including a school wide discipline program
- Identifying and working with "at-risk" students
- Seeking out and maintaining relationships with family and community outreach programs
- Supporting teachers, parents and students in the process of accessing special education or 504 support.

TACS Classroom Teacher

The classroom teacher will facilitate a classroom where students engage in directed learning and are encouraged, supported and taught to be inquisitive learners and positive school community members. They will collaborate with school leadership, parents and other teachers in the pursuit of success for each of their students.

Classroom Teacher responsibilities include

- Development of curriculum maps, lessons and units of study that meet or exceed requirements of Missouri Learning Standards.
- Ongoing assessment of student progress and achievement using a variety of means to collect and report on academic data.
- Use of data to tailor instruction to meet individual student academic and social needs with a goal of every student performing on-grade level or above in all subject areas.
- Creation of a strong classroom culture that will develop a classroom and school culture that cultivates perseverance, creativity and collaboration with peers to solve problems.
- Participation in professional development activities and team meetings.
- Maintain frequent communication and engagement with students' families, colleagues, and other school stakeholders.
- Participate as an active member of the community to provide stewardship of the school

- and adherence to its mission and guiding principles.
- Maintaining a high-level of professionalism including meeting deadlines, and commitments to self, students, and the community.

Attendance/Community Support Position

Good attendance at school is crucial to student success. TACS will hire a person whose explicit duties will be to follow up on attendance and support parents in having their children at school.

Staffing Structure

TACS will strive to minimize class sizes and maintain low student-teacher ratios. Each Kindergarten and first grade teacher will be supported by a dedicated, full-day teacher assistant. Teacher assistants will also provide additional support, especially in core areas of literacy and math, in grades 2 and 3.

See Appendix J for all job descriptions

B.4 Staffing and Human Resources

Teacher Recruitment

The Arch Community School will recruit through several sources including Missouri Charter Public Schools Association, Missouri REAP, Teach for America, Better Living Communities and referrals from other education partnerships. TACS will participate in teacher recruitment and hiring fairs. The school's professional learning program will serve as an integral component of sustainability. The principal will be charged with designing a staff sustainability plan to encourage work/life balance.

Teacher Selection

TACS will adopt an intensive interview process in order to gauge teacher fit and potential. All candidates will submit a writing sample for review. Successful candidates will then take part in a preliminary phone or in-person team interviews. The principal will lead a representative team of interviewers including staff, community members and members of the Human Resources committee. The school will use a carefully designed rating/feedback system. The school principal will then make the final decision of which candidates to bring forward to the School Board for hiring. Prospective staff members must pass both a reference and background check before a final offer of employment can be made. All TACS employees will sign a one-year contract including an "at will" provision. This agreement means that the employee is not guaranteed employment for any fixed or definite length of time and that either party is free to terminate the employment relationship at any time for any reason, with or without cause or advanced notice.

Compensation

In order to attract and retain teachers of the highest quality, TACS is committed to a competitive salary schedule. The school has budgeted to use the SLPS salary schedule as a base salary.

Special Populations Staffing

TACS is committed to meeting the learning needs of all students. The school's talent recruitment plan will prioritize teachers who have the necessary certifications and experience in teaching students with exceptionalities, ELL and gifted students. Core subject teachers with dual general education and exceptional needs certifications will also be preferred. TACS will staff additional special education teachers to ensure that a free and appropriate education is provided to all students with exceptional needs. TACS will also support faculty through professional learning opportunities aimed at designing lessons to meet the needs of all learners.

Staffing Qualifications

TACS will comply with all teacher certification requirements for charter schools prescribed by Missouri law. All teachers at TACS will have a Bachelor's degree, a Missouri teaching certificate, and demonstrated core academic subject matter competence. TACS will not employ instructional staff with revoked or suspended certificates of license. All TACS staff must pass a criminal and Family Care Safety Registry background checks. Background checks will be done through MACHs.

Teacher Retention Plan

TACS will seek to retain teachers by providing or promoting the following:

- Effective and collaborative leadership, where staff knows what is expected, have the support to do it and are part of the solutions in meeting challenges as they arise.
- Ample opportunities for high quality professional development for all staff. Teachers will

- also have regular common planning time to work with their grade level colleagues.
- A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on lessons, and share instructional techniques.
 - Small class sizes (20 students) with additional support by teaching assistants and reading specialists. This will allow teachers to invest fully in each student.
 - A work environment that is professional and collegial. Central to this will be creating and maintaining a culture that is inclusive of all individuals.
 - All employees will be compensated commensurate with their experience and job responsibilities, and will receive competitive benefits, including health insurance and retirement plans.

B.5 Student Recruitment and Enrollment

Marketing/Recruitment: Recruitment of The Arch Community School students to enter kindergarten, first and second grade in fall 2017 will begin as early as November 2016, with enrollment officially beginning in January 2017. Since a charter school was once located in this neighborhood, prior families will be invited through several methods including personal visits. The following sample marketing methods may be employed to contact prior families and new ones (time frame in parentheses is when activities are projected to start):

- Launch school website and social media pages (Face Book, Twitter, blog, etc.) (January 2017)
- Phone calls and/or mailers sent to community members and supporters (January 2017)
- Place ads in local media (January 2017)
- Informational meetings/school tours/online open house (January 2017)
- Present to early childhood centers within our targeted zone (January 2017)
- Announcements at neighborhood meetings within the enrollment zone (January 2017)
- Door-to-door canvassing in surrounding neighborhoods (Spring 2017)
- Network with Head Start, local pre-schools and day cares, homeless shelters, and community centers (January 2017)
- Partner with Better Living Communities and Bethlehem Lutheran Church to recruit potential parents and families for The Arch Community School (Fall 2016 and ongoing)

These methods and others will continue beyond the opening of the school. We will use technology creatively in our methods to spread awareness about the school and to engage the public. Participation of school staff and neighborhood families on The Arch Community School social media sites will help excite the public about the school and the quality education it will provide.

Student Enrollment: The Arch Community School will be a neighborhood, community school. All students living within the attendance boundaries of St. Louis Public Schools will have equal opportunity to apply and enroll, however preference will be given to students who apply from a geographic area with the following boundaries (Missouri Revised Statutes 160.410.2-1):

- Palm and Natural Bridge on the southwest (running to Grand)
- Grand on the northwest/north (running to Interstate 70)
- Interstate 70 and back to Palm and Natural Bridge (via Branch St)
- This area is mainly the 63107 zip code but not exclusively

Recruitment of students will commence with approval of the charter. A part-time recruiter will attend community events with a display and applications, network with Head Start, local pre-schools and day cares, homeless shelters, and community centers.

As mentioned previously, The Arch Community School will be focus on the neighborhood outlined above. Enrollment will be open until capacity is reached with these dates of focused recruitment:

- First Recruitment/Enrollment Outreach - (Jan. 30, 2017 – Mar. 3, 2017)
 - If enrollment exceeds capacity during this period, a lottery will be held before March 13.
- Second Recruitment/Enrollment Outreach - (Mar. 13, 2017 – June 2, 2017)
 - If enrollment exceeds capacity during this period, a lottery will be held before June 12.

- Continuing Recruitment/Enrollment – (June 12, 2017 – July 31, 2017) Will continue as needed until capacity for the first year is met.

After year one, the enrollment windows will be as follows:

- First Open Enrollment Period - (January 22, 2018 – March 2, 2018) - TACS will still target the designated neighborhood.
- Second Open Enrollment Period - (April 2, 2018 – June 1, 2018)
- Continuing Enrollment – (June 11, 2018 – July 31, 2018) Will continue as needed until capacity for the first year is met. Targeting the 63107 neighborhoods will be done in accordance with Missouri Revised Statutes 160.410.2(1).

Siblings: As student positions are filled from year to year, enrollment preference will be extended to the siblings of students enrolled at TACS, although this cannot be guaranteed. Siblings of students must live at the same address and share at least one legal guardian. This preference is in congruence with Missouri Revised Statutes 160.410.

The Arch Community School shall not discriminate on the basis of race, color, religion, sex, national or ethnic origin, or physical handicap or disability, with regard to (i) the recruitment or admission of students to programs, activities or courses or (ii) the rights or privileges accorded or made available to students. Recruitment, admission, educational policies, and other school-administered program decisions shall be based upon nondiscriminatory factors.

Application Process: In addition to completing the hard-copy or online application form, and providing required documentation, parents/guardians of potential students of the school will have the opportunity to schedule an “in-take conference” with a school representative (e.g., Principal) which can take place at the school, the parents’ home, or another agreed upon location. The purpose of the meeting will be to engage with the parent and child and to ask/answer questions about the school and allow the parents/guardians to communicate information about their child. Recommendations may also be made to parents to help students prepare for the start of the school year the following fall. If more students apply for enrollment than there are slots available (40 per grade level), a random admissions lottery will be held in accordance with Missouri Revised Statutes 160.410. Students not selected in the lottery will remain on the school “wait list”. Family orientation meetings will be scheduled for July 2017, upon parent/guardian acceptance of school admission.

Enrollment/Admissions Timeline

- Parent/Student meetings with school leaders (through June 2017)
- If necessary, conduct lottery/send first offer or waitlist letters if necessary after each enrollment period.
- Acceptance event; ongoing admissions/enrollment if necessary (July 31, 2017)
- Families complete all necessary student forms and submit all necessary records (June 12, 2017)
- Complete diagnostic assessments for those wishing to participate (June 2017)
- Reconfirm student enrollment (July/August 2017):
 - Contact parents to make sure that those that enrolled earlier are still intending to attend TACS
 - This is just a precaution to make sure everyone is still planning on attending and will allow us to fill available spaces if anyone has had to reconsider and did not let us know.
- Family Orientation Meetings (July/August 2017)

The Arch Community School will open in the 2017-18 school year with a maximum capacity of 160 students (40 in K, 40 in first grade, 40 students in second grade and 40 students in third grade). We are projecting for an annual cumulative attrition between 5% and 12%, which would be partially offset by the enrollment of new students each year, as well as by siblings of students who will receive enrollment into higher grades as spaces become available. By the beginning of the 2021-2022 school year, we expect to have roughly 240 students fully enrolled in TACS.

B.6 Parent, Community and Educator Involvement

Community Involvement: One of the core goals for programming at The Arch Community School is to foster intentional partnerships in our neighborhood and the broader St. Louis community. The original idea of a charter school was born years ago in discussions among long time, invested, neighborhood organizations like Better Living Communities, Bethlehem Lutheran Church, Grace Hill Settlement House (via their Head Start program) and 3rd Ward Alderman Freeman Bosley, Sr. It was felt that a "next step" of creating a school would be vital to the resurrection of this neighborhood. This spurred the TACS charter effort.

TACS will partner with Bethlehem Lutheran Church (BLC) in several ways. BLC will be the landlord of the building we will lease. The written lease will clearly designate the space under the sole control of TACS for the school and the other space in the building available for TACS during school hours or as otherwise agreed with the landlord.

BLC will also provide before and after school care for TACS students and families. This program will not be mandatory and the decision to use the before and after school services from BLC will be the parent/guardian's of each student. Any services or activities BLC provides during these periods will be from their programming and not TACS. If BLC provides a tutoring time for students as part of the after school programming, specific TACS personnel, designated by the principal, may collaborate with after school personnel to share appropriate topics for tutoring with permission from the students' parent /guardian. No full time certified TACS teachers will be employed by the after school program without prior consent of the Sponsor. Any noncertified TACS staff employed by the after school program will be disclosed to the Sponsor. If any conflicts or problems arise, TACS will communicate and work closely with the Sponsor to resolve the issues in the best interest of TACS' students.

The Arch Community School will also build relationships with already developed Boy & Girl Scouts groups in the area. They operate in the same building TACS will occupy and are one of the oldest, long running scouting programs in the city of St. Louis. Further, we will develop a partnership with RZK Financial. RZK already serves adults in the area by conducting "Money Smart" financial literacy class for adults. We will also develop a partnership with Hyde Park Outreach, a neighborhood organization devoted to the educational and social development of children in the community. While our education to the children will primarily take place through the TACS school day, we take seriously the cultivation of an educational community that can provide even more learning opportunities for children, as well as extending opportunities to their parents.

We are already cultivating business partnerships in our neighborhood toward both raising funds to expand educational opportunities to the children and investing neighborhood businesses into the bigger vision of forming a "community of lifelong learners". Some of these business partners might include: E.M. Harris Construction, Krato Products, Inc.

Parent Involvement: Active and engaged parental involvement is the heart of a successful school. The Arch Community School will establish an ongoing partnership between the school, family, and community in ensuring mutual responsibility and accountability for students' learning, academic excellence, and social and emotional development. The Arch Community School will employ the following strategies to ensure that parents are active participants:

- ***Home-School Commitment to Excellence Contract*** – This commitment will hold parents, administrators, classroom leaders, and students mutually responsible and accountable for ensuring students' academic success. The agreement will also cultivate

an ongoing partnership between staff and parents to attain this goal. There are multiple examples of charter schools and even large urban districts using home-school compacts to promote shared responsibility and set expectations. Signing a contract makes a person's commitment real and something we can build upon. The contract is not mandatory for student enrollment or attendance.

- **Parent-Teacher Conferences** – Another basic obligation of schools includes keeping parents updated about their child's progress and programs in the school via parent-teacher conferences. The goal of the meeting is to share and celebrate student success, jointly identify areas of improvement, and devise a plan for continued success. Conferences will be held in the fall and spring.
- **Volunteerism** – Many of The Arch Community School's activities will require significant support from parents and community members. There will also be daily opportunities for parents to support learning at TACS. We may consider requesting parents donate time to volunteer a specific number of hours per year; however, no child will be removed or threatened with removal based on a parent's ability to participate as a volunteer.
- **Parent Volunteer Organizations** – As The Arch Community School expands we will formalize parent involvement by forming a parent-operated committee. Their mission will be two-fold: Support the school by holding community building activities for students and adults and secondly, fundraising activities aimed at supporting activities at TACS. The responsibilities of the group will include planning events such as book fairs, picnics, and family nights; however, no child will be removed or threatened with removal based on a parent's ability to participate as a volunteer. Another important role is to support staff when needed.
- **Quarterly Parental Education Seminars, Forums, Webinars, and/or Discussion Groups** – Parent discussion groups will be held during the academic year and will provide parents with an opportunity to share their vision and goals for involvement in the daily operation and activities of the school. Other topics might be discipline policy, child development and health, parenting and academic supports. These groups will engage parents and give staff a better understanding of TACS parents. This will provide staff with an idea of how different parents can become involved beyond their basic obligations in the home. Other formats will be used to accomplish the same ends.
- **Annual Family Homework Night – TACS** will host at least one Family Homework/Dinner Night, which will be an evening for parents to engage with their children, other parents and TACS staff members over dinner at the school. The dinners and simultaneous homework assistance will help to strengthen the culture of community and joint effort that TACS will establish early on. The goal will be a healthy meal and a chance for parents to learn effective practices as they help their children with homework.
- **Satisfaction Surveys** – To provide parents with an opportunity to evaluate operations of the school and how well staff fulfilled the mission and vision, an annual survey that incorporates research-based items connected to the goals of TACS and our goals for parent engagement.

Staff Involvement: TACS believes teacher quality and investment are the some of the most important factors driving student achievement. In order to encourage a sense of ownership and responsibility, teachers at TACS will have numerous and varied leadership opportunities that will impact the overall direction of the school. A snapshot of such opportunities are provided below:

- **Curriculum Development:** Teachers will work in concert with the academic leadership team to build-out and refine the TACS curriculum and alignment. Teachers will work on

grade level teams and will also plan across grade levels through subject-area vertical task forces.

- **Involving TACS teachers in prospective staff interviews:** The founding instructional staff at TACS will be selected by the founding principal and instructional leadership team. However, TACS teachers will be involved in interviewing prospective staff as the school grows. Along with the leadership team, teachers will serve on interview panels and observe demonstration lessons.
- **Professional Development:** TACS teachers will be given the opportunity to lead professional development sessions with peers in areas of expertise based on a demonstrated need as identified through the teacher observation and evaluation process. They will also have a voice by creating their own professional development plan to further their own skills.

See Appendix L for letters of Support

C. Business Plan

C.1 Budget

The Arch Community School has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management. The Arch Community School will work with other management agencies including the Missouri Charter Public School Association (MCPSA) and others. The Arch Community School will develop detailed contingency budgets for potential scenarios (e.g., lower than expected enrollment or higher than expected expenditures) in preparation for our first year of operation.

The Arch Community School plans on hiring highly qualified and experienced classroom leaders. TACS maintains that recruitment and retention of high-caliber classroom leaders warrants compensation that reflects expectations of continual professional growth. A 2% increase in wages is built into the budget for each school year for returning classroom teachers.

An overview of the revenue and expenses assumptions can be found below. The school's budget builds in 5% attrition to encourage a responsible budgetary model. However, the school will backfill any seats that may open up during the school year according to the school's waiting list.

Revenue

- **State:** The budget includes basic formula payments of \$8200 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. We anticipate modest increases in state funding in future years.
- **Local:** From year 2 onwards, the budget assumes Proposition C funding at \$916 per prior year WADA (14-15 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.
- **Federal:** Title I, Title II, and SPED Part B funding has been projected using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates.
 - The school will administer all federal grants according to and following state and federal guidelines and regulations.
- While fundraising is not part of the official school budget, TACS's Board of Directors will aggressively pursue additional funds in the form of grants or donations.

Expenses

- **Salaries:** Salaries have been projected using SLPS salary schedule information. Because our desire is to recruit and retain experienced teachers, we have included a 2% yearly salary increase for all staff.
- **Benefits:** Benefits have been projected in the following way: 7.65% of salaries for FICA/Medicare, 9% retirement, 1.3% unemployment, and 350/month/employee allocation for health/dental premiums.
- **Classroom Instruction:** Salaries in this category include instructional staff. Purchased services reflect anticipated instructional software and substitute teacher costs.

- **Board Services:** Includes allocations for audit, legal services, and liability insurance based on comps from other charters.
- **Building Principal Services:** Salaries reflect principal years 1 through 5. Minimal allocations have been made for discretionary spending as relates to memberships and staff appreciation.
- **Food:** TACS expects to participate in the CEP program, but has nonetheless built in a 5% cushion for food expenses to exceed revenue - and to be conservative we have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$6/day per students for 155 days, which is equivalent to 90% utilization.

See Appendix M for a projected 5-year budget
See Appendix N for a year one cash flow analysis
See Appendix O for Financial Letter of Support

C.2 Financial Management

The Arch Community School Board of Directors will establish and maintain proper accounting records and internal control policies. The objectives of internal control relate to financial reporting, operations, fraud detection, and compliance with applicable state and federal laws governing charter schools.

Based on CSR 5, CSR 20-100.260 Standards for Charter Sponsorship, the school's sponsor, will provide financial oversight including the following:

- Financial audits
- Ensure that financial controls are in place and operational
- Proper management of federal grant programs
- Procurement policy and process
- Annual Secretary of the Board Report and annual audits
- Annual audit summary
- Coding procedures

TACS Board of Directors will ensure that the proper resources to provide the necessary financial and operational oversight for TACS are in place. More specifically, the board will ensure that all accounting and financial records, annual audits and ASBRs are prepared, maintained and disseminated as required by Generally Accepted Accounting Principles, the Missouri Financial Accounting Manual as well as all other guidelines consistent with The Arch Community School's LEA status. Further, all financial reports, including annual budgets, forecasts, monthly financial statements and annual reports will be prepared on a timely basis and shared with the school sponsor.

TACS Board's Finance Committee will provide an internal check and balance and assist TACS Board at large in its fiduciary responsibilities. TACS Board will ensure that the proper resources are in place to maintain the fiduciary and record keeping responsibilities from a governance perspective.

The Arch Community School Board of Directors and school leadership will ensure the acquisition and maintenance of a comprehensive insurance program that provides liability coverage to indemnify the school, its board, and staff against tort claims. The required insurance coverage will be reviewed annually and updated and improved when necessary and prudent.

The Arch Community School leaders will utilize a student information system (e.g., Tyler School Solutions) to track data related to enrollment eligibility and family and student eligibility for free and reduced price lunch. Additionally, the selected system will track data related to IEP or ELL services. The proposed school budget includes expenditures for the research, purchase, installation, and training for a comprehensive data management software package.

C.3 Facility

The Arch Community School will rent an existing building located at 2153 Salisbury Street. This facility is in the heart of the established neighborhood TACS plans to serve. It contains seven (7) 30' x 26' classrooms on its main level and two (2) 30' x 26' classrooms on an upper floor as well as three additional rooms available for office space. All existing rooms will provide adequate space for gradual expansion. Since the building has functioned as a school several things are already in existence and will require minimal renovation work: kitchen and cafeteria, classrooms, restrooms, gym, and an outdoor recreational area. TACS will open with eight classrooms and expand by one class per year.

The Board of Directors understands that some renovations will be necessary and provision will be made for those who are physically challenged. The existing facility is already in compliance with all state and local building codes.

C.4 Transportation

The Arch Community School will not provide transportation to its general student population of students. TACS will contract with a local transportation service to provide transportation for students with special needs who require transportation, as reported in their IEP. Additionally, TACS will provide transportation, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless.

Parents/guardians will be responsible for ensuring that their children arrive to and are picked up from school each day. Because TACS will be a neighborhood, community school, we expect that the majority of students will come from surrounding neighborhoods within the 63107 zip code, allowing many students and their guardians to walk to and from the school, or to drive within minutes of their home if they possess a vehicle.

C.5 Insurance

The Board of Directors understands there is some level of risk involved in the operations of a school. To address this fact TACS will maintain a comprehensive insurance program with the support of Lutheran Trust, who has access to several insurance carriers that will insure charter schools. They have experience in providing all of the necessary coverage required and are committed to assisting us in the development of risk management procedures should they bind coverage on our account.

See Appendix P for Insurance Coverage

C.6 Closing Procedures

The Board of Directors and staff of The Arch Community School understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. If closure of TACS is determined necessary, for any reason, The TACS's Board of Directors will work with our charter sponsor and school management to ensure the orderly closure of the school to protect the best interests of displaced families and staff with a focus on assisting successful transitions for all parties involved.

Some actions necessary for orderly school closure will take place within one week of the decision to close, some will be completed within 30 days of the decision to close, and others will be ongoing until the school closure is complete. Refer to the School Closure Checklist in Appendix J that maps the timing of activities which range from actions taken immediately following a decision to close through final closure activities. The key categories of tasks are summarized below, and fully detailed in the Checklist.

1. **Immediate Tasks** (immediately and up to one week of the decision to close): A Transition Team dedicated to ensuring the smooth transition of students and staff and to close down the school's business will be formed. We recognize that complete closure information will not be available immediately, but in keeping with our organization's value of transparent communications, the Transition Team will notify our students and their parents/guardians, faculty and staff, local school districts, and the State Board of Education of the decision to close the school.
2. **Ongoing Activities** (through completion of the closure process): The Transition Team will ensure that instruction continues through closure and that school and board operations continue through closure.
3. **Pre-Closure Tasks** (within 30 days of the decision to close): These consist of priority tasks essential to a high-quality and on-time closure of the school and transitions for all parties involved. Actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school, providing detailed closure plan information to parents/guardians, faculty and staff, and notification of creditors, debtors, contractors, vendors, and agencies/organizational partners, as applicable.
4. **Post-Closure Tasks** (within one week to 120 days after the last day of instruction): Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer of student records, extensive financial reporting (including a closeout audit), formal document records archival and transfer, and submission of final reports to our charter sponsor, DESE and the State Board of Education as applicable. The Arch Community School's principal is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. TACS's Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants.

If The Arch Community School does not meet the performance and organizational requirements of its performance contract with its sponsor resulting in closure; school assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debt. Any remaining, un-obligated, state-funded assets shall be returned to the Department of Elementary and Secondary Education for their disposition. Any remaining, federally-funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining other assets, including those acquired through documented donations, gifts or grants or other sources, shall be disposed of upon dissolution of TACS in accordance with the articles of incorporation of The Arch Community School and the Missouri Nonprofit Corporation Act.

Appendix A Curriculum Framework and Guide

The Missouri Department of Elementary and Secondary Education has revised their Learning Standards for the 17-18 school year. TACS will use these as the basis of our curriculum framework for ELA, Math, Science and Social Studies.

The revised Missouri Learning Standards can be found [here](#).

Appendix B School Calendar

Annual School Calendar

TACS will operate with a calendar that coordinates with the Saint Louis Public Schools to ease the coordination for families using both systems. Although SLPS's calendar for the 17-18 school year is not available on line, we are planning a calendar that will include 183 instructional days or 1,055.5 instructional hours. The proposed school calendar of 183 days (inclusive of 6 inclement weather days) and 1,055.5 instructional hours meets the requirements set out by RSMo 171.031.1.

The final calendar will be available soon after SLPS has published theirs. A tentative one is below.

The Arch Community School School Calendar

2017 – 2018

<ul style="list-style-type: none"> • 7-10 Professional Days (Full Days) • 14 First Day of Student Attendance • 25 Early Dismissal 1:30 (Teacher PD) 	<p>August '17</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table>	M	T	W	T	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		<p>January '18</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> </tr> </tbody> </table>	M	T	W	T	F	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			<ul style="list-style-type: none"> • Jan. 1 & 2 Winter Recess-<i>No School</i> • 3 Teacher Professional Development • 4 School Resumes • 12 Early Dismissal 1:30 (Teacher PD) • 15 ML King Day-<i>School Not in Session</i> • 26 Early Dismissal 1:30 (Teacher PD)
M	T	W	T	F																																																											
	1	2	3	4																																																											
7	8	9	10	11																																																											
14	15	16	17	18																																																											
21	22	23	24	25																																																											
28	29	30	31																																																												
M	T	W	T	F																																																											
1	2	3	4	5																																																											
8	9	10	11	12																																																											
15	16	17	18	19																																																											
22	23	24	25	26																																																											
29	30	31																																																													
<ul style="list-style-type: none"> • 4 Labor Day-<i>School Not in Session</i> • 8 Early Dismissal 1:30 (Teacher PD) • 22 Early Dismissal 1:30 (Teacher PD) 	<p>September '17</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table>	M	T	W	T	F					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	<p>February '18</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td></td> <td></td> </tr> </tbody> </table>	M	T	W	T	F				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28			<ul style="list-style-type: none"> • 9 Early Dismissal 1:30 (Teacher PD) • 19 Presidents' Day-<i>School Not in Session</i> • 23 Early Dismissal 1:30 (Teacher PD)
M	T	W	T	F																																																											
				1																																																											
4	5	6	7	8																																																											
11	12	13	14	15																																																											
18	19	20	21	22																																																											
25	26	27	28	29																																																											
M	T	W	T	F																																																											
			1	2																																																											
5	6	7	8	9																																																											
12	13	14	15	16																																																											
19	20	21	22	23																																																											
26	27	28																																																													
<ul style="list-style-type: none"> • 6 Early Dismissal 1:30 (Teacher PD) • 12 End of First Quarter • 13 No School- <i>Teacher Work Day</i> • 20 Early Dismissal 1:30 (Teacher PD) 	<p>October '17</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	T	W	T	F	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				<p>March '18</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </tbody> </table>	M	T	W	T	F				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	<ul style="list-style-type: none"> • 2 Early Dismissal 1:30 (Teacher PD) • 8 End of Third Quarter • 9 No School- <i>Teacher Work Day</i> • 16 Early Dismissal 1:30 (Teacher PD) • 19-23 Spring Break-<i>School Not in Session</i> • 26 School Resumes • 30 Early Dismissal 1:30 (Teacher PD)
M	T	W	T	F																																																											
2	3	4	5	6																																																											
9	10	11	12	13																																																											
16	17	18	19	20																																																											
23	24	25	26	27																																																											
30	31																																																														
M	T	W	T	F																																																											
			1	2																																																											
5	6	7	8	9																																																											
12	13	14	15	16																																																											
19	20	21	22	23																																																											
26	27	28	29	30																																																											
<ul style="list-style-type: none"> • 3 Professional Day-<i>School Not in Session</i> • 10 Early Dismissal 1:30 (Teacher PD) • 13 No School- Veterans Day • 22-24 Thanksgiving Holiday-<i>No School</i> 	<p>November '17</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> </tr> </tbody> </table>	M	T	W	T	F				1	2	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		<p>April '18</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	M	T	W	T	F	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					<ul style="list-style-type: none"> • 6 Professional Day- <i>No School</i> • 13 Early Dismissal 1:30 (Teacher PD) • 27 Early Dismissal 1:30 (Teacher PD)
M	T	W	T	F																																																											
			1	2																																																											
6	7	8	9	10																																																											
13	14	15	16	17																																																											
20	21	22	23	24																																																											
27	28	29	30																																																												
M	T	W	T	F																																																											
2	3	4	5	6																																																											
9	10	11	12	13																																																											
16	17	18	19	20																																																											
23	24	25	26	27																																																											
30																																																															
<ul style="list-style-type: none"> • 1 Early Dismissal 1:30 (Teacher PD) • 15 Early Dismissal 1:30 (Teacher PD) • 20 End Second Quarter/Last Day of the Semester • 21 No School-<i>Teacher Work Day</i> • Dec.22-Jan.2 Winter Recess-<i>No School</i> 	<p>December '17</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> </tbody> </table>	M	T	W	T	F					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	<p>May '18</p> <table border="1"> <thead> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table>	M	T	W	T	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		<ul style="list-style-type: none"> • 11 Early Dismissal 1:30 (Teacher PD) • 18 Teacher Work Day • 24 Last Day for Students • 25 Last Day Teachers • 28 Memorial Day • 29-31 Inclement Weather Days • June 1, 4, 5 Inclement Weather Days
M	T	W	T	F																																																											
				1																																																											
4	5	6	7	8																																																											
11	12	13	14	15																																																											
18	19	20	21	22																																																											
25	26	27	28	29																																																											
M	T	W	T	F																																																											
	1	2	3	4																																																											
7	8	9	10	11																																																											
14	15	16	17	18																																																											
21	22	23	24	25																																																											
28	29	30	31																																																												
<p>Parent/Teacher Conferences</p> <ul style="list-style-type: none"> • Fall: Oct. 30-Nov. 2 • Spring: April 2-5 <p>Special Note <i>Inclement weather days will be made up at the end of the school year</i></p>	<p>Early Dismissal Times</p> <ul style="list-style-type: none"> • 1:30 every other Friday as marked on the calendar 	<p>Quarters</p> <p>First: August 14 – October 12 (43 Days) Second: October 16 – December 20 (43 Days) Third: January 4 – March 8 (44 Days) Fourth: March 12 – May 24 (44 Days) Plus Six Inclement Weather Days</p>	<p>Summer School Term</p> <p>June __, 2018 through July __, 2018</p>																																																												

Board Approved Date

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

The ARCH Community School
N000702919

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, JASON KANDER, Secretary of State of the State of Missouri, do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 12th day of September, 2016.


Secretary of State





State of Missouri

Jason Kander, Secretary of State

Corporations Division
PO Box: 778 / 600 W. Main St., Rm. 322
Jefferson City, MO 65102

N000702919
Date Filed: 9/12/2016
Jason Kander
Missouri Secretary of State

Articles of Incorporation of a Nonprofit Corporation

(Submit with a filing fee of \$25.00)

The undersigned natural person(s) of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopt the following Articles of Incorporation:

- The name of the corporation is The ARCH Community School
- This corporation is a public Public or Mutual Benefit Corporation.
- The period of duration of the corporation is perpetual
"Perpetual" unless stated otherwise
- The name and street address of the Registered Agent and Registered Office in Missouri is:
Kathleen T. Mueller 2153 Salisbury, Suite C St. Louis, Mo 63107
Name Address City/State/Zip
- The name(s) and address(es) of each incorporator:
Kathleen T. Mueller 1305 Webster Forest Court St. Louis, MO 63119
- Will the corporation have members? YES NO
- The assets of the corporation will be distributed on dissolution as follows: See Schedule A attached hereto
- The corporation is formed for the following purpose(s): operating a charter school in the City of St. Louis, MO
- The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: _____
(Date may not be more than 90 days after the filing date in this Office)

(Please see next page)

Name and address to return filed document:

Name: Kathleen T. Mueller

Address: 1305 Webster Forest Court

City, State, and Zip Code: St. Louis, MO 63119

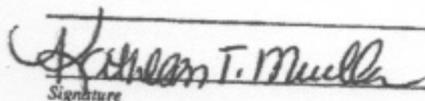
25
 ORI-08172016-0088 State of Missouri
 ORI-08262016-1068 State of Missouri
 ORI-09122016-2125 State of Missouri
 No of Pages 3 Pages



Creation - Non-Profit

In Affirmation thereof, the facts stated above are true and correct:
(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Must be signed by all Incorporator(s):



Signature

Kathleen T. Mueller

Printed Name

August 12, 2016

Date Signed

Schedule A to Articles of Incorporation of The ARCH Community School

PURPOSE: The corporation is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code.

INUREMENT OF INCOME: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered.

LEGISLATIVE OR POLITICAL ACTIVITIES: No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and the corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office.

OPERATIONAL LIMITATIONS: Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

DISSOLUTION CLAUSE: Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or the such organization or organizations organized and the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), or shall be distributed to the federal government, or to state or local government for public purposes as the Board of Directors shall determine.

Any such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

BYLAWS
OF
THE ARCH COMMUNITIY SCHOOL

ARTICLE ONE

Offices

Section 1. Principal Office. The principal office of the Corporation shall be at such place as the Board of Directors may from time to time determine. The Corporation may have such other offices as the Board of Directors may determine or as the affairs of the Corporation may require from time to time. Any office of the Corporation may be located within or outside of the State of Missouri.

Section 2. Registered Office and Agent. The Corporation shall have and continuously maintain in the State of Missouri a registered office and a registered agent within the State of Missouri. The Board of Directors, from time to time by resolution, may change the registered agent and the address of the registered office.

ARTICLE TWO

Members

The Corporation shall have no members. All corporate powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, the Corporation's self-perpetuating Board of Directors.

ARTICLE THREE

Board of Directors

Section 1. Number. The Board of Directors shall consist of three (3) to fifteen (15) individuals. The number of Directors to constitute the Board of Directors may be increased or decreased from time to time by amendment to these Bylaws or resolution of the Board of Directors, but at no time shall be decreased to fewer than three (3) directors. The initial Board of Directors was appointed by the Incorporator. All directors shall hold office until their successors have been elected and qualified.

Section 2. Election. The Board of Directors, at any meeting, shall, by the affirmative vote of a majority of the Directors present at such meeting, elect persons to fill existing vacancies. Such positions shall be filled from a slate of nominees submitted by the nominating committee (if any) established by the Board of Directors pursuant to Article Five, or nominated at such meeting by any member of the Board of Directors

Section 3. Terms. Except as otherwise provided in these bylaws, the term of office of each Director shall be three (3) years. Directors may be elected to additional three (3) year terms. The initial term of a Director may vary to establish approximately one-third (1/3) of the Board standing for election each year.

Section 4. Resignation. Any Director may resign at any time by giving written notice of such resignation to the President of the Corporation or the Secretary of the Corporation. The written notice shall state the effective date of such resignation, and the office of such Director shall be deemed vacant on the stated effective date. If no effective date is specified in the written notice of resignation, such resignation shall be effective as of the date the notice is first delivered.

Section 5. Removal. A Director may be removed by the affirmative vote of sixty percent (60%) of the Directors then in office by action taken at a duly called and convened meeting of the Board of Directors. A Director whose removal is at issue shall not vote with respect to his or her removal and shall not be deemed a Director then in office for the purposes of any such action. Before any vote on such removal is taken, the Director upon whom the vote is to be taken must be given at least seven (7) days written notice of such proposed removal. If a Director is removed, then his or her successor shall be elected as provided in Section 2 of this Article Three.

Section 6. Vacancy. Any vacancy occurring among the elected members of the Board of Directors, including a vacancy created by an increase in the number of elected Directors effectuated by amendment of these Bylaws, may be filled (if desired by the majority of the Board) by the election of a successor or additional Director by the affirmative vote of a majority of the Directors then in office. The name(s) of the person(s) elected to fill any such vacancy shall have been provided to the Board of Directors by the nominating committee (if any) or by any member of the Board of Directors at the meeting at which the election is held. An election to fill a vacancy resulting from a resignation may be held in advance of the effective date of such resignation, as stated in the written notice of resignation, but the successor Director so elected shall not begin his or her term of office until the effective date of the resignation of his or her predecessor. An elected Director who has given written notice of his or her resignation shall not vote in the election of his or her successor, or in the election of any other Director, and shall not be deemed a Director then in office for the purposes of any such election.

Section 7. Annual Meeting. The annual meeting of the Board of Directors shall be held during the month of May of each year, at such place and time and on a date as designated by the President.

Section 8. Officers of the Board. Officers of the Board will be President, Vice President, Secretary, and Treasurer and will be elected annually.

Section 9. Regular Meetings. Additional regular meetings of the Board of Directors shall be held at the discretion of the Board of Directors, at such place and time and on a date as designated by the President of the Board.

Section 10. Special Meetings. The President of the Board may call special meetings of the Board of Directors. The President shall be required to call a special meeting of the Board of Directors upon the written request of one-third (1/3) or more of the members of the Board of Directors then in office. Special meetings shall be held at the place, time and date designated in the notice of the special meeting.

Section 11. Notice of Meetings. Notice of all meetings of the Board of Directors shall be given by mailing the same at least seven (7) days, or by telegraphing, electronic mailing, telephoning or faxing the same at least three (3) days, but, in any case, not more than forty (40) days, before the meeting to the usual business or residence address of each Director. Such notice may be waived by any Director in writing, which written waiver must be signed by such Director and filed with the minutes of the meeting or in the corporate records. A Director's attendance at, or participation in, a meeting also constitutes a waiver of any required notice of the meeting, unless the Director, upon arriving at the meeting or prior to the vote on any matter as to which proper notice was not given, objects to the lack of notice and does not vote for or assent to the action as to which the Director asserts lack of required notice. Any business may be transacted at any meeting of the Board of Directors.

Section 12. Quorum. At all meetings of the Board of Directors, a majority of the Directors then in office, present either in person or by telephone conference call or by such other means of communication by which all of the participants may simultaneously hear each other during the meeting, shall be necessary and sufficient to constitute a quorum for the transaction of business. The act of the majority of the Directors present, either in person or by telephone conference call or by such other means of communication by which all of the participants may simultaneously hear each other during the meeting, at any meeting at which a quorum is present shall be the act of the Board of Directors, except as may be otherwise specifically provided by statute or by these Bylaws. If fewer Directors than a quorum are present at any meeting, a majority of those present may adjourn the meeting to a different place, date and/or time, without further notice to any Director present at the time the meeting is adjourned; provided, however, that notice of the place, date and time to which such meeting is adjourned shall be given to each Director who is not present at the time the meeting is adjourned, which notice shall comply with the requirements of Section 10 of this Article Three.

Section 13. Informal Action by Directors and Attendance by Telephone Conference. Any action which is required to be or may be taken at a meeting of the Directors may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all the Directors. The consents shall have the same force and effect as a unanimous vote of the Directors at a meeting duly held, and may be stated as such in any certificate or document filed under the provisions of the Missouri General Not for Profit Corporation Law. The Secretary shall file the consents with the minutes of the meetings of the Board of Directors. A Director may also participate in meetings of the Board by means of conference telephone or other communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in such manner shall be deemed presence in person at the meeting for all purposes.

Section 14. Compensation. The Directors shall not receive any salaries, fees or compensation for their service as Directors or their attendance at any meeting of Directors or committee meetings.

Section 15. Power and Delegation. All of the corporate powers, including those otherwise provided for in these Bylaws and by the laws of the State of Missouri, shall be, and are hereby, vested in, and shall be exercised by, the Board of Directors. The Board of Directors may, by general resolution, delegate to committees and/or to officers of the Corporation such powers as the Board of Directors may see fit.

Section 16. Compliance with Laws. The Corporation shall comply with Chapter 610 of the Missouri Revised Statutes, as amended (commonly known as the Sunshine Laws).

ARTICLE FOUR

Officers

Section 1. Election or Appointment. The Board of Directors shall elect or appoint the officers of the Corporation from a slate of nominations prepared by a nominating committee (if any) established by the Board of Directors pursuant to Article Five or from nominations from the floor. Such election or appointment shall regularly take place at the annual meeting of the Board of Directors provided, however, that the election or appointment of officers may be held at any other meeting of the Board of Directors. The officers of the Corporation shall be the President, Vice President, Secretary and Treasurer. The Board of Directors may appoint such other officers and assistants as it shall deem necessary, who shall have such authority to perform such duties as may be prescribed from time to time by the Board of Directors. Any two offices, except those of President and Secretary, may be held by the same person.

Section 2. Election of Officers. The officers of the Corporation shall be elected by the Board of Directors at the annual meeting of the Board of Directors and shall hold office until the next annual meeting of the Board of Directors and until their successors are elected and qualified. The Board of Directors may remove any officer at any time, with or without cause, by a vote of a majority of Directors at a meeting where a quorum is present. The Board of Directors may fill any vacancy in any office occurring from whatever cause.

Section 3. Duties of the President. The President shall preside over meetings of the Board of Directors and conduct business in an orderly fashion. When the group is not in session, the President's duties may include acting as the Board's representative and/or its spokesperson. The President shall sign all contracts, notes, deeds, or other papers requiring the President's signature.

Section 4. Duties of Vice President. The Vice President shall have the powers of the President during the absence or incapacity of the President or when there is a vacancy in the office of President, and shall have such other powers and duties as may be prescribed by the Directors.

Section 5. Duties of the Secretary. The Secretary of the Corporation shall attend all meetings of the Board of Directors and shall keep minutes of the meetings in books to be kept for that purpose. He or she shall, in general, perform all the duties incident to the office of Secretary subject to the control of the Board of Directors and shall do and perform such other duties as may be assigned to him or her by the Board of Directors. An Assistant Secretary of the Corporation, if appointed, shall, in the event of the Secretary's absence or inability to act, perform the duties and functions of the Secretary.

Section 6. Duties of Treasurer. The Treasurer of the Corporation shall have general oversight of the property, funds and securities of the Corporation in accordance with the policies and procedures determined by the Board of Directors. The Treasurer shall arrange for deposit of funds in such depositories as the Board of Directors shall approve and have such additional duties as are assigned by the President of the Corporation or the Board of Directors.

Section 7. Assistant Officers. Assistant officers shall act as assistants to and under the direction of their superior officers and shall be vested with all of the powers or be required to perform any of the duties of their superior officers in their absence, and they shall perform such other and further duties as may, from time to time be required by the Board of Directors.

ARTICLE FIVE

Committees

Section 1. Appointment of Committees. The Board of Directors may appoint one or more Committees of two (2) or more Directors, plus other advisory members not on the Board, at any meeting. The committees will have the authority to spend any budgeted funds authorized for that Committee and to recommend actions to the full Board of Directors.

Section 2. Chair. The Board of Directors shall appoint one member of each committee as Chair of the committee.

Section 3. Vacancy. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

ARTICLE SIX

Limitation of Liability

No person shall be liable to the Corporation for any loss or damage suffered by it on account of any action taken or omitted to be taken by him/her as a Director, or officer of the Corporation, if such person performs his/her duties, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith and in a manner he/she reasonably believes to be in the best interests of the Corporation, and with the care that an

ordinarily prudent person in a like position would use under similar circumstances. In performing his/her duties, a Director or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, that are prepared or presented by: 1) one or more Directors, officers or employees of the Corporation whom the Director or officer reasonably believes are reliable and competent in the matters prepared or presented, 2) counsel, public accountants, or other persons as to matters that the Director or officer reasonably believes are within the person's professional or expert competence, 3) a committee of the Board of Directors upon which he/she does not serve, duly established in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director or officer reasonably believes to merit confidence.

ARTICLE SEVEN

Indemnification of Directors, Officers, and Employees

Section 1. Indemnity. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than an action by or in the right of the Corporation, by reason of the fact that he/she is or was a Director or officer of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, domestic or foreign, non-profit or for profit, partnership joint venture, trust, or other enterprise, against expenses, including attorneys fees, judgments, fines and amount paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, proceeding if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interests of the Corporation and with respect to any criminal action or proceeding, he/she had no reasonable cause to believe his/her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create an assumption that the person did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his/her conduct was not unlawful.

The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any right of the Corporation to procure a judgment in its favor, or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, or other enterprise against expenses, including attorneys fees, actually and reasonably incurred by him/her in connection with the defense or settlement of such action or suit if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interest of the Corporation, except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the Corporation unless and only to the extent that the court of proper jurisdiction in which such action or suit was brought shall determine

upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as a court of proper jurisdiction shall deem proper.

To the extent that a Director, officer, employee, or agent has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to above in defense of any claim, issue, or matter therein, he/she shall be indemnified against expenses, including attorneys fees actually and reasonably incurred by him/her in connection therewith.

Any indemnification under this Article, unless ordered by a court, shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, employee or agent is proper in the circumstances because he/she has met the applicable standard of conduct set forth above. Such determination shall be made (a) by a majority vote of a quorum consisting of Directors of the Corporation who were not and are not parties to or threatened with any such action, suit, or proceeding, or (b) if such a quorum is not obtainable and a majority of a quorum of disinterested Directors so directs, by written opinion of independent legal counsel other than an attorney, or a firm having associated it with an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years, or (c) by the court in which such action, suit or proceeding was brought. Any determination made by the disinterested Directors or by independent legal counsel as described above shall be promptly communicated to the person who threatened or brought the action or suit by or in the right of the Corporation and within ten days after receipt such notification, such person shall have the right to petition the court in which such action or suit was brought to review the reasonableness of such determination.

Expenses, including attorneys fees, incurred in defending any action, or proceeding referred to above of this Section, may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding if and as authorized by the Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he/she is entitled to be indemnified by the Corporation as authorized by this Article.

The indemnification provided by this Article, both as to actions in his/her official capacity and as to action in another capacity while holding such office, shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation, these Bylaws or any agreement, vote of disinterested Directors, or otherwise and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

Section 2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, partner, trustee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

Section 3. Severability. In the event any provision of this Article shall be held invalid by any court of competent jurisdiction such holding shall not invalidate any other provision of this Article and any other provisions of this Article shall be construed as if such invalid provision had not been contained in this Article. In any event, the Corporation shall indemnify any person who is or was a Director or officer of the Corporation who is or was serving at the request of the Corporation who is or was serving at the request of the Corporation as a Director, officer, agent, employee, partner or trustee of another corporation, partnership, joint venture, trust or other enterprise, to the full extent permitted under Missouri law, as from time to time in effect.

ARTICLE EIGHT

Contracts, Checks, Deposits and Funds

Section 1. Authorization. The Board of Directors may authorize any officer or officers, agent or agents, or managing employee or employees of the Corporation to enter into any contract or execute and deliver any instrument in the name of, and on behalf of, the Corporation. Such authority may be general or confined to specific instances, not incompatible with the Articles of Incorporation or these Bylaws.

Section 2. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies and/or other depositories as the Board of Directors may select.

Section 3. Bond. Officers and employees, as determined by the Board of Directors, shall be bonded by a surety company for the safeguard of funds, securities and records. The amount of the bond(s) shall be fixed by the Board of Directors. The cost of the bond(s) shall be borne by the Corporation.

Section 4. Contributions. The Board of Directors may accept, on behalf of the Corporation, any contribution, gift, grant, bequest or devise for the general purposes or for any special purposes of the Corporation.

Section 5. Dissolution of the Corporation. In the event that the Corporation does not meet the performance and/or organizational requirements of its performance contract with its sponsor, the University of Missouri-St. Louis, resulting in liquidation or dissolution of the Corporation, assets of the Corporation will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debts, obligations, liabilities, costs and expenses of the Corporation. Any remaining, un-obligated, state funded asset will be returned to the Department of Elementary and Secondary Education as required pursuant to Section 160.405.1(17) of the Missouri Revised Statutes. Any remaining, federally funded assets of the Corporation shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining private assets of the Corporation, including those acquired through documented donations, gifts or grants or other sources, after paying or making provisions for the payment of all of the liabilities of the

Corporation, shall be disposed of exclusively for the purposes of the corporation in such manner, or to the organization or organizations organized and qualified as an exempt organization or organizations under Section 501(C)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or shall be distributed to the federal government, or to state or local government for public purposes as the Board of Directors shall determine.

ARTICLE NINE

Investments

The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors, without being restricted to the class of investments which a Director is or may hereafter be permitted by law to make, or by any similar restriction.

ARTICLE TEN

Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of these Bylaws, a written waiver of such notice, signed by the person or persons entitled to such notice, whether before or after the time of the event giving rise to the required notice, shall be deemed equivalent to the giving of such notice, and shall be filed with the minutes or the corporate records. Attendance at, or participation in, a meeting shall also constitute a waiver of notice, unless, upon arriving at the meeting or prior to the vote on a matter as to which proper notice was not given, the individual entitled to notice objects to the lack of notice and does not vote for or assent to the action as to which such individual asserts lack of required notice.

ARTICLE ELEVEN

Amendments

The Board of Directors shall have the power to make, amend and repeal the Bylaws of the Corporation by the affirmative vote of a majority of the Directors then in office.

APPROVED AND ADOPTED BY THE CORPORATION'S INCORPORATOR ON
December 2, 2016

Application for Recognition of Exemption (99)
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) The ARCH Community School		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) 2153 Salisbury Street		Room/Suite C	4 Employer/Identification Number (EIN) 81-4084547
City or town, state or country, and ZIP + 4 St Louis, MO 63107		5 Month the annual accounting period ends (01-12) 06	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Kathleen T Mueller		b Phone: (314) 750-2218	
		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: not applicable			
b Organization's email (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation: (MM/DD/YYYY) 9 / 12 / 2016			
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability corporation), an unincorporated association, or a trust to be tax exempt. (See instructions). **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under Section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): 3, Schedule A, 1
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. 3, Schedule A, 6
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Kathleen T Mueller	Director	1305 Webster Forest Court St. Louis, MO 63119	0
Kirk Mueller	Director	4543 Nadine Court St Louis, MO 63121	0
Dr. Janet B. LeSage	Director	412 Tamarack Drive Ballwin, MO 63011	0

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Principal to be hired			\$100,000.00

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
none			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly-situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly-situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? Yes No
If "Yes," describe each program that provides goods, services, or funds to individuals.
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? Yes No
If "Yes," describe each program that provides goods, services, or funds to organizations.
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. Yes No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. Yes No
(See instructions.)
- | | |
|---|--|
| <input checked="" type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. Yes No
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. Yes No
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. Yes No
-
- 5** Are you affiliated with a governmental unit? If "Yes," explain. Yes No
-
- 6a** Do you or will you engage in economic development? If "Yes," describe your program. Yes No
- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
-
- 7a** Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. Yes No
- b** Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. Yes No
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
-
- 8** Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. Yes No
-
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. Yes No
- b** Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). Yes No
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). Yes No
-
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No

12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No

d Identify each recipient organization and any relationship between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your Yes No

responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used; and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e): Provide Total for (a), through (d)
		(a): From: <u>9/2016</u> To: <u>12/2016</u>	(b): From: _____ To: _____	(c): From: _____ To: _____	(d): From: _____ To: _____	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0	see attached			0
	2 Membership fees received	0				0
	3 Gross investment income	0				0
	4 Net unrelated business income	0				0
	5 Taxes levied for your benefit	0				0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0				0
	7 Any revenue not otherwise listed above or in lines 9-12 below	0				0
	8 Total of lines 1 through 7	0				0
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes	0				0
	10 Total of lines 8 and 9	0				0
11 Net gain or loss on sale of capital assets						
12 Unusual grants	0				0	
13 Total Revenue Add lines 10 through 12	0				0	
Expenses	14 Fundraising expenses	0				
	15 Contributions, gifts, grants, and similar amounts paid out	0				
	16 Disbursements to or for the benefit of members	0				
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services					
	24 Total Expenses Add lines 14 through 23	0				

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Assets		1	0
1	Cash	1	0
2	Accounts receivable, net	2	0
3	Inventories	3	0
4	Bonds and notes receivable	4	0
5	Corporate stocks	5	0
6	Loans receivable	6	0
7	Other investments	7	0
8	Depreciable and depletable assets	8	0
9	Land	9	0
10	Other assets	10	0
11	Total Assets (add lines 1 through 10)	11	0
Liabilities			
12	Accounts payable	12	0
13	Contributions, gifts, grants, etc. payable	13	0
14	Mortgages and notes payable	14	0
15	Other liabilities	15	0
16	Total Liabilities (add lines 12 through 15)	16	0
Fund Balances or Net Assets			
17	Total fund balances or net assets	17	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an advance or a definitive ruling by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A, Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each disqualified person. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A, Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A, Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7 Did you receive any unusual grants during any of the years shown on Part IX-A, Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

Kathleen T. Mueller
(Signature of Officer, Director, Trustee, or other authorized official)

Kathleen T. Mueller
(Type or print name of signer)

Director
(Type or print title or authority of signer)

11/6/2016
(Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form 1023 (Rev. 12-2013)

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

The ARCH Community School was formed as a Missouri not-for-profit and is in the process of obtaining a charter from the State of Missouri to operate a kindergarten through grade five charter school in the City of St. Louis. The University of Missouri St. Louis is sponsoring the school. TACS is governed by state statutes on charter school governance, including conflict of interest, financial disclosure, Sunshine Law, and nondiscrimination laws. TACS will open in the fall of 2017 and serve approximately 160 students in kindergarten through grade three, adding an additional grade each school year up to grade five. The school will be a neighborhood, community school, giving preferences to students in the 63107 zip code. The residents of this area are predominantly African-American, low income and more likely to be unemployed.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

3a. For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

The following will be directors with the responsibility of governing TACS:

Kathleen T Mueller, attorney with experience serving on not-for-profit boards, approximately 10 hours per month

Kirk Mueller, educator and fundraiser, has served on other not-for-profit boards, approximately 10 hours per month

Dr. Janet B. LeSage, educator, has served on other education related not-for profit boards, approximately 10 hours per month

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

5a. Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

Adopted by the incorporator

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

5b. What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

The Board of Directors will annually sign a no conflict of interest statement and the Board approves the compensation of employees

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

5c. What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

The Board of Directors will follow its conflict of interest policy and will approve the budget, all contracts, and expenditures.

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

1a. In carrying out your exempt purposes, do you provide goods, services, or funds to individuals?

If "Yes," describe each program that provides goods, services, or funds to individuals.

TACS is an elementary school that provides education services to its students

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

2. Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

Missouri State statutes only permit TACS to enroll students from the City of St. Louis

Part VIII Your Specific Activities

2b. Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

TACS activities do not include any attempts to influence legislation.

Part VIII Your Specific Activities

4a. Do you or will you undertake **fundraising**? Attach a description of each fundraising program.

Other (describe):

The primary funding of TACS is state and federal education revenue. The Board will solicit donations from individuals, corporations, and foundations to supplement the state and federal revenue. The fundraising programs will be developed after TACS receives its charter from the Missouri Department of Elementary and Secondary Education and the principal is hired.

Part VIII Your Specific Activities

4d. List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

St. Louis City and St. Louis County, Missouri, fundraise for TACS

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3 In what public school district, county, and state are you located?
- 4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

- 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. Yes No
- 2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a If "Yes," attach a representative sample of each document.
- b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. Yes No
- 4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Section I Operational Information

1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.
Elementary school with kindergarten through grade 5

2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding.

TACS is in the process of applying for a charter from the Missouri Department of Elementary and Secondary Education (DESE). Upon receipt of the charter, DESE provides local, state and federal funds based upon the state funding formula. TACS will not have a funding agreement until DESE approves the charter.

Appendix G Criminal Background Check and Child Abuse Registry Check Forms

All board members will submit a completed criminal background check as soon as possible.

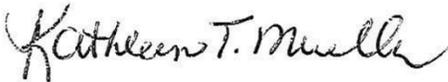
See Letter below:

October 26, 2016

To Whom it May Concern:

The members of the Board of Directors of The Arch Community School will complete the criminal background check with the Missouri State Highway Patrol and Family Care Safety Registry. As of this date, Kathleen Mueller has completed the Family Care Safety Registry check. Janet LeSage, Kathleen Mueller and Kirk Mueller have completed Missouri criminal background checks for other public schools and will complete a check for The Arch Community School. All future Board Members will complete both checks in order to serve on the Board.

Sincerely,



Kathleen T. Mueller
Board member, The Arch Community School

Appendix H Board Member Resumes

Kirk H. Mueller

4543 Nadine Ct. St. Louis, MO 63121 314-704-4389

Kirk.mueller@lcms.org

OBJECTIVE

To use my God-given abilities in gift development and leadership to move the vision of ministry into the future.

WORK EXPERIENCE

Martin Luther High School , Maspeth, New York <i>Teacher/Coach/Athletic Director</i>	08/1975-07-1978
Walther Lutheran High School , Melrose Park, Illinois <i>Teacher/Coach/Athletic Director</i>	08/1978-07-1982
Lutheran High School North <i>Teacher/Coach/Administrator/Gift Development</i>	08/1982-12/2007
LCMS Foundation , St. Louis, MO <i>Senior Gift Planning Counselor</i>	01/2008-Present

EDUCATION

St. Paul's College, Concordia, MO A.A.	1971-1973
Concordia University, Seward, Nebraska B.S. in Education	1973-1975
University of Missouri-St. Louis, St. Louis, MO M.S. in Secondary Administration	1983-1987

SKILLS

Leadership in Gift Development, High School Administration and Coaching/Teaching.

Built a High School Admission program which grew Lutheran North from 320 to 400 students.

Built a Student Financial Assistance program which encouraged \$300,000 in gifts annually.

Established Gift Planning ministries in churches/schools which resulted in \$20,000,000 annual revocable gift commitments.

Led Lutheran High School Basketball programs for 25 years to encourage successful student/athletes.



KATHLEEN T. MUELLER

Of Counsel

kathleen.mueller@huschblackwell.com

St. Louis, MO

Direct: 314.345.6491

Fax: 314.480.1505

INDUSTRY FOCUS

Technology, Manufacturing & Transportation

PRACTICE AREAS

Banking & Finance
Closely Held Business
Construction & Design
Corporate Real Estate
Nonprofit Organizations
Real Estate, Development & Construction

ADMISSIONS

Missouri, 1980

EDUCATION

J.D., Washington University
School of Law, 1980

B.A., Maryville University,
1976

Kathleen's experience includes representing owners, developers, contractors, design-builders, lenders, borrowers, buyers, sellers, commercial landlords and tenants in a broad range of real estate-related transactions. She regularly assists clients with acquisitions, dispositions and development of industrial, commercial, office, warehouse, retail and agricultural properties throughout the United States. To understand the breadth of her practice, consider that Kathleen has:

- Represented several multinational New York Stock Exchange corporations in their real estate transactions.
- Advised a cement company in the acquisition of land for mining.
- Represented trusts on the disposition of real estate.

Kathleen is active in the not-for-profit community and advises various nonprofit groups on construction, management and operation of their real estate. She also has unique experience representing school districts in the disposition, acquisition and development of school properties.

Representative Experience

- Represented several multinational New York Stock Exchange corporations in their real estate transactions throughout the United States.
- Advised a multinational company with respect to the real estate aspects of the \$675 million sale of a wireless communications company.
- Represented a publicly traded company in \$165 million development of its downtown headquarters facilities in St. Louis, including property acquisition, air rights, utility relocation and public incentives.
- Advised a cement company in the acquisition of land for mining and expansion of its plant facilities.
- Counseled a private corporation in its \$85 million expansion of its main facility and the development of its off-site support facilities.
- Represented publicly traded companies and a privately held corporation in negotiating their headquarters leases.
- Represented a not-for-profit corporation in the acquisition and development of numerous office buildings for statewide operations.

- Represented an international congregation of Catholic women in intellectual property, financing, employee benefits and bequest issues.
- Handled various real estate matters for several St. Louis area school districts, including the acquisition of land, development of new schools, sale of surplus properties, leasing of sites, and joint use agreements with other schools and municipalities.

Awards and Recognitions

- *The Best Lawyers In America*, Real Estate Law, 2003-2017
- *Chambers USA*, Real Estate Law, 2005-2014
- Missouri & Kansas Super Lawyers, Real Estate, 2005-2010, 2012-2014; Top 50 St. Louis, 2005; Top 50 Women, 2005-2006
- Missouri Bar Pro Bono Wall of Fame, 2011-2012

Professional Associations and Memberships

- American Bar Association
- The Bar Association of Metropolitan St. Louis
- International Association of Attorneys and Executives in Corporate Real Estate
- Leadership St. Louis
- The Missouri Bar

Civic Involvement

- Better Learning Communities, Board of Directors, 2011-present; chair, 2012-present
- Lutheran Family and Children's Services of Missouri, Board of Directors, 1981-1988 and 2003-2012; chair, 1986-1988
- Lutheran Family and Children's Services of Missouri Foundation, Board of Directors, 1998-2002 and 2003-present; chair, 1998-2002
- Lutheran Senior Services, Board of Directors, 2010-present; vice chair, 2013-present
- Thomas Jefferson School, Board of Directors, 2008-present; chair, 2013-present

Janet B. LeSage
412 Tamarack Drive
Ballwin, Missouri 63011
636 394-1251

Strengths

Collecting and using data to facilitate change
Facilitating positive school climate
Selecting and retaining high caliber teachers
Knowledge of strategies to improve reading, written expression and math
Professional Development for Teachers

Professional Experience

2016- KDR-Administrative Services, Creve Coeur, MO
Educational Consultant

2015-2016 BAFC Consulting, LLC, Clayton, MO
Educational Consultant for various charter schools in St. Louis

1996-2010 Ritenour School District, St. Louis, MO
Marion Elementary School, Principal (12 years)
Student Achievement ranking grew from 5th highest to 2nd highest in the
district
Special School District Silver Award, Positive Behavior Intervention
System
Participated in Fulbright School Administrator Exchange with Argentina
Iveland Elementary School, Assistant Principal (2 years)
Missouri Bar Association, E. A. Richter Award for Citizenship

Education

1987-1996 Special School District of St. Louis County
Special Education Resource Teacher (various locations)
Missouri Council for Exceptional Children, President
Missouri Council for Exceptional Children, Teacher of the Year

1981-1987 St. Martin's School for Special Children, Ellisville, MO
Director/Teacher
Students drawn from the following counties: St. Louis, Franklin,
Jefferson, St. Charles, Warren
1st early intervention program in Eastern Missouri licensed by
Department of Mental Health
Missouri Council for Exceptional Children, Division of Early Childhood,
Founding President

1968-1970 School District #57, Mt. Prospect, IL
Special Education Teacher

Education

2001 St. Louis University, EdD, Educational Leadership
1994 University of Missouri, St. Louis, M.Ed., Educational Leadership
1972 Southern Illinois University, Carbondale, M.S.Ed., Instructional Materials
1968 Northern Illinois University, DeKalb, B.S., Ed., Special Education

Certifications

Principal, K-8	Administrator II, inactive
Special Education Administrator, K-12	Administrator II, inactive
Elementary Education, K-8	Life
Learning Disabled, K-12	Life
Behavioral Disorder, K-12	Life
Librarian, K-12	

Professional Development

Chac Mool, Cuernavaca, Moreles, Mexico - Spanish
Cognitively Guided Instruction - Dr. Cheryl Lubinski
Collaborative Teaching - Special School District of St. Louis County
Culturally Responsive Teaching - Dr. Sharroky Hollie, Dr. Vivian Elliott
Data Collection and Interpretation - Dr. Victoria Bernhardt
Positive Behavior Intervention - Special School District of St. Louis County
School Improvement - Dr. Janice Barclay
Strategic Planning - Dr. Victoria Bernhardt
Systems Thinking - Mary Scheetz

Volunteer Activities

2015 Parkway School District
Tutor, Adult Education Program, English Language Learners

2015 Forty Mile Point Lighthouse
Managed gift shop

2013 Great Sand Dunes National Park, Alamosa, CO
Assisted with library (August/September)

2012 Mission Point Light House, Traverse City, MI
Managed gift shop and museum (September)

References Upon Request

Appendix I

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS

This form will be completed by all prospective board members.

***REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS***

Name: Kirk Mueller

Daytime Telephone: 314-704-4389

Home Mailing Address: 4543 Nadine Ct.
St. Louis, MO 63121

Personal E-Mail/Fax: kirk.mueller@lfnd.org

Business Address: 11645 Benham Road
St. Louis, MO 63136

Business E-Mail/Fax: kirk.mueller@lfnd.org

Charter School Name: The Arch Community School

Charter School Address: 2153 Salisbury, St. Louis, MO 63107

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.
I affirm
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
Kathleen Mueller and John Schmidtke asked me to become part of the Founding Board of The Arch Community School.
4. Please explain why you wish to serve on the board.
The children of Hyde Park deserve the opportunity for an excellent education. As the child of an educator and a former educator, I believe the educational opportunities afforded are the difference maker for our youth.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. (Include description here):

Yes, I previously served on the board of Better Learning Communities Academy. Besides this, my 30+ years of being a high school teacher and administrator is helpful to the service on the board. I also have worked in gift development which will help in my board service.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
This does not apply to me.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I served on the board of Better Learning Communities Academy with Kathleen Mueller. During the last school year, I met Janet LeSage who we hired as interim principal. My contact with both of them was limited to board activity.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

Yes.

If yes, please indicate the precise nature of your relationship here:

As Bill Schiller was hired to write the charter of The Arch Community School, I have met with Bill on several occasions to discuss the charter.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not Applicable

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

This does not apply to me, my spouse or other family members.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would confront the member individually and then approach the board chairman. If this did not resolve the issue, I would report it to the sponsor.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of The Arch Community School is to provide an excellent educational opportunity to the children and families of Hyde Park and surrounding area.

18. Please explain your understanding of the educational program of the charter school.

Through a well-developed curriculum, a strong, positive behavior management plan, a strong educational leader and dedicated staff, the opportunity for an excellent education will be provided to the children.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful charter school are:

1. A dynamic educational leader,
2. A strong committed staff,
3. A well-developed curriculum,
4. A positive learning environment,
5. A positive teacher/student ratio, and
6. The financial backing to support the above.

The board's responsibility is to oversee that all of the above are being maintained at a high level.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

The role of the board is to provide strong policy making decisions and oversight to the management of the school.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes, I have.

22. Please provide any other information that you feel is pertinent to the Department's review.

STATEMENT OF ASSURANCE

I, Kirk Mueller (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Kirk Mueller

11/7/16

Signature

Date

Appendix I

Appendix K
REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES
MEMBERS
This form will be completed by all prospective board members.

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS

Name: Kathleen T. Mueller

Daytime Telephone: 314-750-2218

Home Mailing Address: 1305 Webster Forest Court, St. Louis, MO 63119

Personal E-Mail: ktmueller7@gmail.com

Charter School Name: The Arch Community School

Charter School Address: 2153 Salisbury Street, St. Louis, MO 63107

To which charter school board position and/or office are you asking to be appointed? Board of Directors

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
Resume Attached
 2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
 3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of the proposed charter because of my work with Better Learning Communities Academy ("BLCA").
-

4. Please explain why you wish to serve on the board. As a member of the board of Better Learning Communities Academy, I saw the need in the community. The parents were not satisfied with the other schools their children attended and wanted a charter school in their community. The parents also wanted a school that had access to before and after school care so that their children were safe and well cared for while they were at work.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board: I am on the Board of BLCA. During the past five years, I have attended more than 13 school board development, education and legal programs sponsored by DESE, Missouri Charter Public School Association, law firms, and independent school associations. I served on the Board of an independent school for 7 years and was board chair during the hiring of a new head of school and restructuring of the governance. In addition, as a lawyer I have represented school districts and not-for-profit corporations.
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. Yes. My husband and I have known Kirk Mueller (no relationship) for many years in connection with other not-for-profits and the Lutheran High School Association. I meet Dr. LeSage through Dr. Paul Doerrer when BLCA needed a mentor for its principal and then an interim principal.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. I have gotten to know Bill Schiller after the founding group hired him to assess the community need and write the charter.
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. No.

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. Not applicable because the School does not/will not contract with a management company or charter management organization.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. Not applicable because the School does not/will not contract with a management company or charter management organization.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. Not applicable because the School does not/will not contract with a management company or charter management organization.
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
None.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would follow the school's conflict of interest policy, including talking with those involved and the other board members. If not resolved, I would contact the school's sponsor.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. TACS's philosophy is to be a neighborhood school providing a safe learning environment with a quality curriculum that is student-centered so that each student can succeed academically and socially.

18. Please explain your understanding of the educational program of the charter school. The curriculum will include literacy, math, science, and social studies with an emphasis on literacy that includes intervention for students struggling with literacy proficiency. There will also be art, music and physical education. The school will use curriculum that is well-researched. Teachers will be provided ongoing professional development and support. There will be both formal and informal assessment of students that will be instrumental in instruction, professional development and intervention.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A charter school must have a strong accountable academic program, strong business and financial management, and a partnership with the community. The Board will hire an experienced school leader committed to academic success and the goals of the charter. The Board will contract for business services with LDR Administrative Services, LLC., founded by Dr. Paul Doerr and Dr. William Rebo. LDR has experienced staff in all aspects of charter school business, financial and reporting. TACS's landlord will be Bethlehem Lutheran Church which has successful community and outreach programs that will support recruiting and parent involvement in the school as well as providing before and after school care for the students. The Board will actively solicit private donations and grants to supplement the state and federal funding.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. A school board member oversees the business and educational operation of the school, adopts policies, reviews data, approves budget and staffing, and supports the school's mission and leadership.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm.

STATEMENT OF ASSURANCE

I, Kathleen T. Mueller, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Kathleen T. Mueller

Signature

November 5, 2016

Date

Appendix I

Request for Information from Prospective Charter School Board Members

This form will be completed by all prospective board members.

REQUEST FOR INFORMATION FROM

PROSPECTIVE CHARTER SCHOOL BOARD OF TRUSTEES MEMBERS

Name: Dr. Janet LeSage

Daytime Telephone: 636-394-1251

Home Mailing Address: 412 Tamarack Dr., Ballwin, MO 63011

Personal E-Mail/Fax: lesage4858@charter.net

Business Address: home

Business E-Mail/Fax: home

Charter School Name: The Arch Community School

Charter School Address: 2153 Salisbury St., St. Louis, MO 63107

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): member

As you may know, serving on a public charter school board of trustees (board) is a position of great trust and responsibility. As a member of a public charter school's board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required before any new member may serve on the board.

Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of the proposed charter through Dr. Paul Doerrer from LDR-Administrative Services, LLC. Both Dr. Doerrer and John Schmidtke approached me about serving on the Board of Directors.

4. Please explain why you wish to serve on the board.

As a mentor to the past principal of Better Learning Communities Academy, I had an opportunity to become acquainted with the children and families living in Hyde Park. Many of these families were disenchanted with other schools their child(ren) had attended. They embraced the charter school concept. The closure of their school affected them deeply. I believe TACS is vital to the community.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

During my earlier career as a special education teacher and part-time special education director I had a number of opportunities to serve as a board member. I represented the Division for Early Childhood (as founding president) on the board of Missouri Federation Council for Exceptional Children, then served consecutively as CEC's vice-president, president-elect, president, and past president. I had extensive training through the national organization, chaired state meetings, planned professional conferences, and represented Missouri at the national level.

My experience as a principal in the Ritenour School District provided me with experience in a low-income, highly diverse community; staff screening, hiring, evaluation, and termination; curriculum; providing professional development; managing a budget for 500 students; working collaboratively with parent organizations.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
This does not apply to me.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
This does not apply to me.

Conflict of Interest

8. & 9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

My husband does not know any of the prospective board members. Neither my husband, nor I know any of the board members' families. During the Fall of 2015 I served as interim principal of Better Learning Communities Academy. I met Ann Anderson and Kirk Mueller briefly during that time. BLCA rented space from Bethlehem Lutheran Church, where John Schmidtke is pastor. In the course of my duties, I reported various facilities concerns to him and he arranged for repairs. Kathleen Mueller, the board chair of BLCA invited me to take on the interim principalship.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

Yes: If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

I am an educational consultant with KDR-Administrative Services, LLC. They contact me regarding client requests. Dr. Paul Doerrer is a co-founder of this organization. Its organization will provide accounting services, professional development, and other miscellaneous services for the proposed school. Dr. Doerrer was the Superintendent of Schools in the Ritenour School District at the time that I was hired there as an elementary assistant principal, and later when I became a principal at Marion School. I am also acquainted with Dr. William Rebore, who is a co-founder of KDR; he was a professor at St. Louis University and sat on my doctoral committee.

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

Yes: During 2015-16 I provided consultation to Better Learning Communities Academy and St. Louis Language Immersion Schools, both were/are charter schools.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the chart KDR-Administrative Services, I would abstain from voting on contracts with that provider.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If alleged unethical activity came to my attention, I would confront the board member directly and also bring it to the attention of the board chair. If still unresolved, I would report it to our sponsor.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The Arch Community School's mission is to meet the educational needs of the student's in Hyde Park through well-defined goals, curriculum, and instructional methods so that each child can experience success in acquiring knowledge, skills, and behaviors necessary self-sufficiency.

18. Please explain your understanding of the educational program of the charter school.

The school has identified well-researched, effective curriculum that is interactive, hands-on, and multi-disciplinary. They own materials for assessing individual progress and providing intervention in communication arts. They school is committed to hiring teachers able to implement these programs and/or to provide the professional development necessary for them to become proficient. The language arts curriculum has components for whole group, small group, and individual learning; the math curriculum utilizes extensive units of study that draw upon life experiences, encourages observation, and making connections. The science units have been developed by local educators with support from Washington University and utilize hands on activities, observations, and scientific process. The social studies curriculum includes daily reading and writing activities. Students will also expand their horizons through guests speakers and field trips. All students will participate in art, music, and physical education. Special education will be provided to identified students.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Effective schools have established norms for students and staff, explicit goals, progress monitoring, differentiated instruction, and research-based curricula. They build a culture of learning, not just for children, but the staff and the school families. They are governed by a board that understands the difference between oversight and micromanagement; a body that is results-oriented, understands data, and takes corrective action when needed.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

Ideally the board functions to support the school by adopting wise policies, providing oversight, reviewing data and making necessary corrections, and providing due process for matters such as discipline hearings.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

STATEMENT OF ASSURANCE

I, Janet LeSage, (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law § 175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Janet LeSage August 28, 2016

Appendix J Job Descriptions

The Arch Community School Educational Assistant

POSITION TITLE: Educational Assistant

REPORTS TO: Classroom Teacher

POSITION SUMMARY: Work collaboratively with the classroom teachers and specialists in the planning, organization, direction, and control of classroom operations consistent with academic objectives, goals, policies and procedures.

JOB FUNCTIONS:

- Support learning for individuals, small groups, and the full class.
- Participate in ongoing professional development.
- Work collaboratively with the classroom teachers, teacher's assistants, principal and other support staff.
- Assemble and distribute classroom materials and supplies.
- Monitor students while the teacher is teaching to redirect, assist, support, and encourage students as needed.
- Deal with interruptions so on-task time is maximized
- Participate in parent events, school committees, and staff meetings.
- Respect individual differences among students.
- Hold students accountable to school expectations.
- Perform other duties as assigned and supervised by the classroom teacher.

QUALIFICATIONS:

- A minimum of 60 hours of college credit or pass the paraprofessional assessment.
- Meet highly qualified paraprofessional requirements.
- Substitute certification preferred.
- Experience working with students in a diverse, urban school setting.
- Have excellent student management skills.
- Satisfactory report from criminal background check and child abuse registry

The Arch Community School
Building Aide

POSITION TITLE: Building Aide

REPORTS TO: Principal

POSITION SUMMARY: Assist the teachers, teacher's assistants and principal in the hallways, playground, and cafeteria.

JOB FUNCTIONS:

- Supervise students in hallways, playground, bathrooms, and cafeteria.
- Monitor the front door for arriving students and at dismissal.
- Work collaboratively with the classroom teachers, teacher's assistants, principal, and other support staff.
- Respect individual differences among students.
- Hold students accountable to school expectations.
- Perform other duties as assigned.

QUALIFICATIONS:

- Experience working with students in a diverse, urban school setting.
- Excellent student management skills.
- Satisfactory report from criminal background check and child abuse registry.

The Arch Community School
Office Receptionist

POSITION TITLE: Office Receptionist

REPORTS TO: Principal

SUMMARY: Responsible for receiving incoming calls, responding to questions, greeting visitors and other general clerical duties.

ESSENTIAL JOB FUNCTIONS include the following. Other duties may be assigned.

- Answers all incoming calls, documents accurate messages, and directs callers to appropriate individuals.
- Greets visitors and parents and directs them to the appropriate individual(s).
- Sorts and distributes mail and fax messages.
- Assists with mailings by folding letters, and stuffing envelopes.
- Keeps the office filing system complete and current.
- Documents late arrivals.
- Performs other duties as assigned.

QUALIFICATIONS:

- Ability to apply common sense, collect data, and conduct analysis as required to solve problems.
- Ability to comprehend memos, letters and correspondence and share information in one-on-one situations.
- Ability to maintain positive interpersonal relationships.
- Ability to handle multiple tasks simultaneously.
- Required to professionally handle confidential data that reflects information about students, employees and school operations.
- Ability to operate a personal computer and basic office software.
- Satisfactory report from criminal background check and child abuse registry.

Administrative Assistant/Recruitment Coordinator

POSITION TITLE: Administrative Assistant/Recruitment Coordinator

REPORTS TO: Principal

POSITION SUMMARY: This position organizes recruiting efforts, maintains effective communication with parents on administrative matters, and assists the Principal with administrative functions.

ESSENTIAL JOB FUNCTIONS include the following. Other duties may be assigned.

- Lead recruitment efforts at school for yearly enrollment.
- Plan, facilitate, and attend off campus recruitment events, i.e. daycares, church and community events.
- Enter student intent to return forms in student information system.
- Provide school tours.
- Answer enrollment phone calls.
- Prepare follow up communication and paperwork with parents for all newly enrolled students and those still in the application process.
- Process all new enrollment applications, ensure all required information is in the student information system
- Request records for new enrollees, i.e. birth certificate, immunization records.
- Create folders for new enrollees, with tracking sheet of what information has been obtained and what is still needed.
- Prepare letters to parents/guardians to obtain needed information on children to complete required enrollment information.
- Maintain communication with parents during the year on administrative matters.
- Order and monitor supplies for the school.
- Support the Homeless Coordinator in tracking cab use and documentation.
- Assist the Principal in efficient office administration.
- Other duties as assigned by the Principal.

QUALIFICATION:

- Ability to read, analyze, and interpret general office documentation.
- Ability effectively to present information and respond to questions from the general public, parents, and staff.
- Ability to establish and maintain effective working relationships with students, parents, staff and the community.
- Ability to communicate clearly and concisely both in oral and written form.
- Ability to perform duties with awareness of all school and Board policies.
- Ability to utilize technology to assist in day-to-day operations in the office.
- Experience working with families in a diverse, urban school setting.
- Satisfactory report from criminal background check and child abuse registry.

POSITION TITLE: Food Service

REPORTS TO: Principal

POSITION SUMMARY: Implement the breakfast, lunch and snack program for the school.

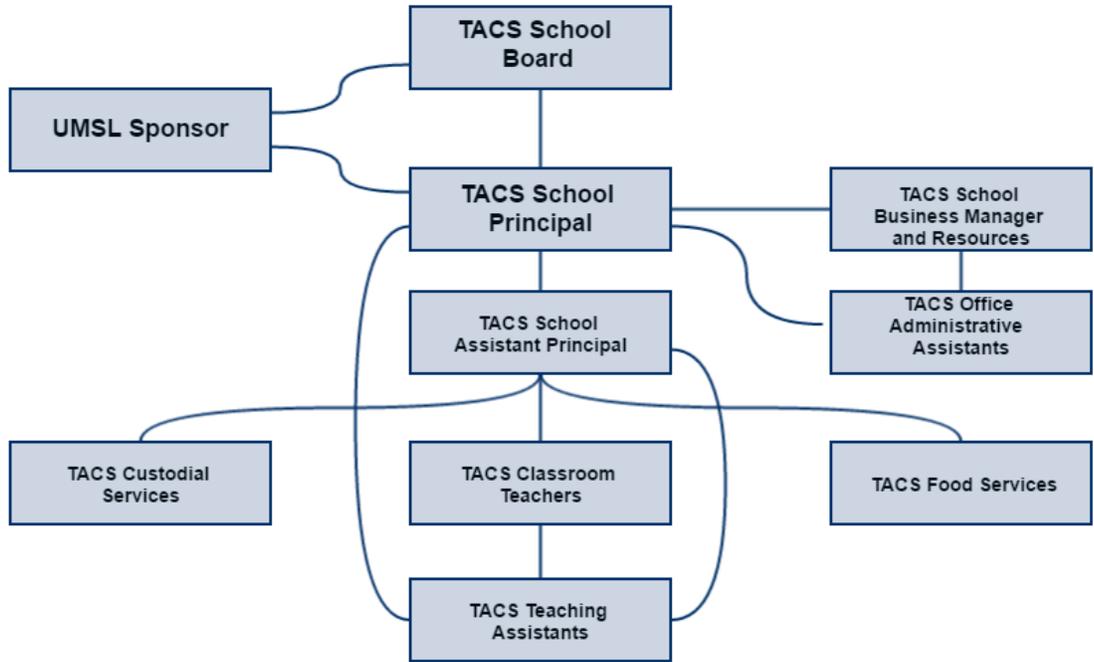
JOB FUNCTIONS:

- Order food and supplies for breakfast, lunch, and snack.
- Serve breakfast and lunch.
- Keep the kitchen and eating areas clean and remove trash from the areas.
- Keep accurate counts and records for Community Eligibility Program (CEP) section of the Healthier Hunger Free Kids Act of 2010.
- Participate in the school wellness policy.
- Follow all food safety procedures.
- Work with the food service consultant in complying with CEP requirements.
- Work collaboratively with the classroom teachers, teacher's assistances, and other support staff during breakfast and lunch.
- Respect individual differences among students.
- Hold students accountable to school expectations.
- Perform other duties as assigned.

QUALIFICATIONS:

- Safe serve certification, as applicable.
- Ability to collect data, complete reports, and monitor deliveries.
- Experience working with students in a diverse, urban school setting.
- Excellent student management skills.
- Satisfactory report from criminal background check and child abuse registry.

Appendix K Organizational Flow Chart



Appendix L Letters of Support



TCMT

Town & Country Masonry and Tuck pointing, LLC

October 31, 2016

To Whom It May Concern,

I am a long time business owner in Hyde Park. Almost every day, I pass the Bethlehem Lutheran ministry building on Salisbury. I have wondered this fall where all the kids have gone. For the past five years, the Better Learning Communities Academy charter school was housed in the Bethlehem building. As I recently found out, that this school had closed and left our urban neighborhood without another school option for our children, I was very angered. It seems that often the only time people care about the children of our inner-city community is when they can recruit a five star athlete from our neighborhood. We need schools in our community that really want to care for our families.

I am really excited about the news that a new charter school, The Arch Community School, could possibly open in our community. I love The Arch Community School's aim to simply provide a solid education. Our kids don't need "frills," just focus on the basics of reading, writing, math, and science. I plead with you to approve a school charter for The Arch Community School so it can help families of our Hyde Park neighborhood. We need a quality school. Bethlehem would be a great place for this school. They already are one of the family "hubs" of this community. They've proven that they can be a good teammate to a separate public entity like a charter school. I witnessed that personally in seeing all the new housing that has come to our community right across the street from my business.

Please approve a charter for The Arch Community School.

Sincerely,

Jeff White

A handwritten signature in blue ink, appearing to read "Jeff White". The signature is stylized and includes a long horizontal line extending to the right.



BOARD OF ALDERMEN
CITY OF SAINT LOUIS
MISSOURI

Freeman Bosley, Sr.
ALDERMAN
3rd WARD

-CHAIRMAN-
Streets, Traffic & Refuse Committee

November 2, 2016

To Whom It May Concern,

It is with great excitement that I learned of the application of "The Arch Community School" (TACS) to the Missouri Department of Elementary and Secondary Education for a school charter. The Hyde Park community which is in my ward is an up and coming neighborhood with 240 new residences in the past ten years! Most of these residences are inhabited by families.

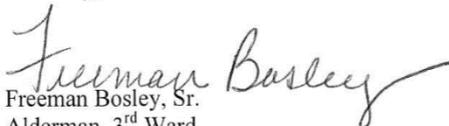
I am further delighted by the desire of the TACS leadership group to locate this potential new school in the Bethlehem Lutheran Church building. For the past 25+ years, Bethlehem has helped our neighborhood come back through their housing group, Better Living Communities, with redevelopment investment that has exceeded \$70 million. That site is well-known and trusted by our residents for their good work in the community.

This is a time in which we need a quality school in our Hyde Park neighborhood. Our local St. Louis Public School, Clay Elementary, has really struggled.

I am further delighted that this new school effort will provide free before and after school care for children through partnerships. This is the "empowerment hand," not the "hand out," that our community needs to continue making a comeback!

Please grant a school charter to "The Arch Community School" leadership group.

Sincerely,


Freeman Bosley, Sr.
Alderman, 3rd Ward



BUTCH'S KEY SHOP

1424 Salisbury St.

St. Louis, MO 63107

314-621-4250

October 25, 2016

To Whom It May Concern,

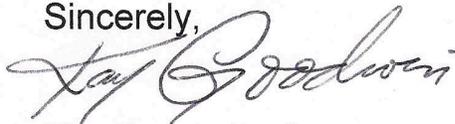
Our Hyde Park neighborhood vitally needs a quality elementary school. Sadly, because of funding and leadership issues in the St. Louis Public Schools, we have watched our local St. Louis Public School, Clay Elementary, decline greatly in the last decade.

My husband and I have operated Butch's Key Shop in the Hyde Park community since 1972. We have watched so many movements come and go in the Hyde Park neighborhood.

We are excited of the news that a new charter school, The Arch Community School, could possibly open in our community. This neighborhood needs a strong school. We are especially glad to hear that it could open with free after school and before school programming for children. Our families in this area need this benefit. The Bethlehem Lutheran Church building is the perfect place in our community to open such a new charter school. Over the past 27 years, we have watched Bethlehem build a strong connection with families in our area. They know how to be who they are as a church, yet keep separation with public tenants in their building. We watched them do that for almost three decades as they housed government Headstart programs for children.

Please approve a charter for The Arch Community School so it can help the lives of the families of our Hyde Park neighborhood.

Sincerely,



Kay Goodwin, Owner

Appendix M -- FiveYear Budget and Assumptions

The Arch Community School
Proposed Five Year Operational Budget
160 Enrollment in year 1

		<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-2021</u>	<u>2021-22</u>
Revenues						
5100	Local	\$ 109,294	\$ 276,270	\$ 296,268	\$ 323,861	\$ 330,281
5200	County	-	-	-	-	-
5300	State	1,382,097	1,591,646	1,864,026	1,909,240	1,947,757
5400	Federal	360,657	396,384	422,222	429,157	436,301
5899	GRAND TOTAL REVENUES	1,852,048	2,264,300	2,582,516	2,662,258	2,714,339
Expenditures						
1100	Regular Programs	796,004	796,537	867,402	876,729	893,896
1200	Special Programs	65,849	65,849	65,849	67,166	68,510
1400	Student Activities	5,000	5,000	5,000	5,000	5,000
1999	TOTAL INSTRUCTION	866,854	867,386	938,252	948,895	967,406
2100	Support Services-Pupils	34,000	56,970	58,021	59,542	61,104
2200	Support Services-Professional Development	20,000	20,600	21,218	21,855	22,510
2320	Executive Administration Services	10,000	10,300	10,609	10,927	11,255
2410	School Administration-Principal	241,543	250,565	255,189	260,680	266,292
2510	Support Services-Business	96,329	101,788	104,322	107,278	110,320
2540	Operation of Plant Services	253,154	307,437	325,967	327,379	336,427
2550	Pupil Transportation	20,600	21,218	21,855	22,510	23,185
2560	Food Services	142,724	171,947	191,052	191,052	191,052
2660	Technology Services	92,626	95,405	98,267	101,215	104,252
2998	TOTAL SUPPORT SERVICES	910,976	1,036,230	1,086,500	1,102,438	1,126,396
3800	Custody & Care of Children Services	20,000	20,600	21,218	21,855	22,510
	TOTAL CUSTODY & CARE OF CHILDREN	20,000	20,600	21,218	21,855	22,510
9999	GRAND TOTAL EXPENDITURES	1,797,829	1,924,216	2,045,969	2,073,188	2,116,312
Total Revenue Over/(Under) Total Expenses		54,219	340,084	536,546	589,070	598,027
Beginning Balance, July 1		-	54,219	394,302	930,849	1,519,919
Ending Balance, June 30		\$ 54,219	\$ 394,302	\$ 930,849	\$ 1,519,919	\$ 2,117,946
Ending Cash Fund Balance of Operating Expenses		3%	20%	45%	73%	100%

Appendix M -- five Year Budget and Assumptions

Expenditures by Function	2017-18	2018-19	2019-20	2020-2021	2021-22
1100 Regular Programs					
6100 Salaries - Certified	532,041	\$ 568,858	\$ 619,502	\$ 631,833	\$ 644,412
6150 Salries - Non-certified					
6200 Benefits	181,900	196,087	214,610	\$ 218,903	\$ 223,281
6300 Purchased Services					
6400 Supplies & Materials	82,063	31,592	33,290	25,993	26,203
6500 Equipment	-	-	-	-	-
Total Regular Program	796,004	796,537	867,402	876,729	893,896
1200 Special Programs					
6100 Salaries - Certified	60,083	60,083	60,083	\$ 61,285	\$ 62,510
6150 Salries - Non-certified					
6200 Benefits	5,766	5,766	5,766	\$ 5,882	\$ 5,999
6300 Purchased Services					
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
Total Special Programs	65,849	65,849	65,849	67,166	68,510
1400 Student Activities					
6400 Supplies & Materials	5,000	5,000	5,000	5,000	5,000
Total Student Activities	5,000	5,000	5,000	5,000	5,000
2100 Support Services-Pupils					
6100 Salaries - Certified		-	-	-	-
6150 Salries - Non-certified		20,028	20,028	\$ 20,428	\$ 20,837
6200 Benefits		1,922	1,922	\$ 1,961	\$ 2,000
6300 Purchased Services	34,000	35,020	36,071	37,153	38,267
6400 Supplies & Materials					
6500 Equipment	-	-	-	-	-
Total Support Services-Pupils	34,000	56,970	58,021	59,542	61,104
2200 Support Services-Prof Develop					
6100 Salaries - Certified					
6150 Salries - Non-certified					
6200 Benefits					
6300 Purchased Services	20,000	20,600	21,218	21,855	22,510
6400 Supplies & Materials					
6500 Equipment	-	-	-	-	-
Total Support Services-Prof Develop	20,000	20,600	21,218	21,855	22,510

Expenditures by Function	2017-18	2018-19	2019-20	2020-2021	2021-22
2320 Executive Administration Services					
6100 Salaries - Certified	-	-	-	-	-
6150 Salries - Non-certified					
6200 Benefits					
6300 Purchased Services	10,000	10,300	10,609	10,927	11,255
6400 Supplies & Materials					
6500 Equipment	-	-	-	-	-
Total Executive Administration Serv	10,000	10,300	10,609	10,927	11,255
2410 School Administration-Principal					
6100 Salaries - Certified	100,000	102,000	104,040	\$ 106,121	\$ 108,243
6150 Salries - Non-certified	56,754	57,454	58,168	\$ 59,331	\$ 60,518
6200 Benefits	47,089	47,706	48,333	\$ 49,300	\$ 50,286
6300 Purchased Services	32,700	41,406	42,648	43,928	45,245
6400 Supplies & Materials	5,000	2,000	2,000	2,000	2,000
6500 Equipment	-	-	-	-	-
Total School Admin-Principal	241,543	250,565	255,189	260,680	266,292
2510 Support Services-Business					
6100 Salaries - Certified	-	-	-	-	-
6150 Salries - Non-certified	15,660	15,660	15,660	\$ 15,973	\$ 16,293
6200 Benefits	1,669	1,668	1,668	\$ 1,701	\$ 1,735
6300 Purchased Services	79,000	84,460	86,994	89,604	92,292
6400 Supplies & Materials					
6500 Equipment	-	-	-	-	-
Total Support Services-Business	96,329	101,788	104,322	107,278	110,320
2540 Operation of Plant Services					
6100 Salaries - Certified	-	-	-	-	-
6150 Salries - Non-certified					
6200 Benefits					
6300 Purchased Services	205,500	292,340	300,638	309,184	317,986
6400 Supplies & Materials	47,654	15,097	15,329	8,195	8,441
6500 Equipment	-	-	10,000	10,000	10,000
Total Operation of Plant Services	253,154	307,437	325,967	327,379	336,427
2550 Pupil Transportation					
6300 Purchased Services	20,600	21,218	21,855	22,510	23,185
Total Pupil Transportation	20,600	21,218	21,855	22,510	23,185

Expenditures by Function	2017-18	2018-19	2019-20	2020-2021	2021-22
2560 Food Services					
6100 Salaries - Certified	-	-	-	-	-
6150 Salries - Non-certified					
6200 Benefits					
6300 Purchased Services	4,846	4,991	5,141	5,295	5,454
6400 Supplies & Materials	137,878	166,956	185,911	185,757	185,598
6500 Equipment	-	-	-	-	-
Total Food Services	142,724	171,947	191,052	191,052	191,052
2660 Technology Services					
6100 Salaries - Certified					
6150 Salries - Non-certified					
6200 Benefits					
6300 Purchased Services	91,626	94,375	97,206	100,122	103,126
6400 Supplies & Materials	1,000	1,030	1,061	1,093	1,126
6500 Equipment	-	-	-	-	-
Total Technology Services	92,626	95,405	98,267	101,215	104,252
3800 Custody & Care of Children Services					
6300 Purchased Services	20,000	20,600	21,218	21,855	22,510
Total Care of Children Services	20,000	20,600	21,218	21,855	22,510
Total Expenditures by Function	\$ 1,797,829	\$ 1,924,216	\$ 2,045,969	\$ 2,073,188	\$ 2,116,312

Appendix M -- FiveYear Budget and Assumptions

<u>Revenue</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-2021</u>	<u>2021-22</u>
5100 Local Revenue					
5113 Prop C	\$ -	\$ 166,270	\$ 186,268	\$ 213,861	\$ 220,281
5150 Food Sales to Pupils	-	-	-	-	-
5160 Food Sales to Adults	-	-	-	-	-
5180 Community Services	5,000	5,000	5,000	5,000	5,000
5190 Private Gifts	104,294	105,000	105,000	105,000	105,000
5100 Total Local Revenue	<u>109,294</u>	<u>276,270</u>	<u>296,268</u>	<u>323,861</u>	<u>330,281</u>
5200 County Revenue					
5200 County Revenue	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
5300 State Revenue					
5311 Basic Formula	1,382,097	1,533,326	1,796,447	1,831,901	1,868,097
5319 Classroom Trust Fund (CTF)	-	58,320	67,578	77,340	79,660
5300 State Revenue	<u>1,382,097</u>	<u>1,591,646</u>	<u>1,864,026</u>	<u>1,909,240</u>	<u>1,947,757</u>
5400 Federal Revenue					
5441 Special Ed Part B	25,900	26,677	27,477	28,302	29,151
5445 School Lunch Program	81,432	91,611	101,790	101,790	101,790
5446 School Breakfast Program	44,687	57,785	64,206	64,206	64,206
5448 School Snack Program	16,637	22,550	25,056	25,056	25,056
5451-65 Federal Programs	192,000	197,760	203,693	209,803	216,098
5497 Federal CSP	-	-	-	-	-
5400 Federal Revenue	<u>360,657</u>	<u>396,384</u>	<u>422,222</u>	<u>429,157</u>	<u>436,301</u>
5899 GRAND TOTAL REVENUES	<u>1,852,048</u>	<u>2,264,300</u>	<u>2,582,516</u>	<u>2,662,258</u>	<u>2,714,339</u>
	142,757	171,947	191,052	191,052	191,052

Revenue Explanations:

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-2021</u>	<u>2021-22</u>
Prop C Calculations:					
Amount per WADA-3% inc for yr 3-5		977	1006.31	1036.50	1067.594279
x Prior Yr WADA		170.18	185.10	206.33	206.33
= Prop C revenue	-	166,269.77	186,268.08	213,860.90	220,281.00
CTF Calculations:					
Amount per WADA-3% inc for yr 3-5		405	417.15	429.66	442.554435
x Prior Yr ADA		144.00	162.00	180.00	180.00
= CTA Revenue		58,320.00	67,578.30	77,339.61	79,659.80

<u>Lunch Program Revenue:</u>						
	ADA	144.00	162.00	180.00	180.00	180.00
x	\$/meal	\$ 3.25	\$ 3.25	\$ 3.25	\$ 3.25	\$ 3.25
x	School days	174	174	174	174	174
=	Lunch Program Revenue	<u>81,432.00</u>	<u>91,611.00</u>	<u>101,790.00</u>	<u>101,790.00</u>	<u>101,790.00</u>
<u>Breakfast Program Revenue:</u>						
	ADA	144.00	162.00	180.00	180.00	180.00
x	% of students taking breakfast	87%	87%	87%	87%	87%
x	\$/meal	\$ 2.05	\$ 2.05	\$ 2.05	\$ 2.05	\$ 2.05
x	School days	174	174	174	174	174
=	Lunch Program Revenue	<u>44,687.38</u>	<u>57,785.40</u>	<u>64,206.00</u>	<u>64,206.00</u>	<u>64,206.00</u>
<u>Snack Program Revenue:</u>						
	ADA	144.00	162.00	180.00	180.00	180.00
	% of students taking snack	83%	83%	83%	83%	83%
	\$/meal	\$ 0.80	\$ 0.80	\$ 0.80	\$ 0.80	\$ 0.80
	School days	174	174	174	174	174
	Lunch Program Revenue	<u>16,637.18</u>	<u>22,550.40</u>	<u>25,056.00</u>	<u>25,056.00</u>	<u>25,056.00</u>

Appendix M -- FiveYear Budget and Assumptions

The Arch Community School**5 Year Projection - WADA**

Enrollment	2017-18 (160 Enr)	2018-19 (180 Enr)	2019-20 (200 Enr)	2020-2021 (200 Enr)
Projected ADA	144.00	162.00	180.00	180.00
Projected FRL #	150.00	170.00	170.00	170.00
Equivalent Weight	24.50	22.87	26.25	26.25
Projected IEP #	20.00	20.00	22.00	22.00
Equivalent Weight	1.69	0.23	0.08	0.08
Projected WADA	170.18	185.10	206.33	206.33
Amt per WADA	8,245.00	8,409.90	8,578.00	8,749.66
Foundation Aid	1,403,167.08	1,556,673.33	1,769,898.74	1,805,352.35
Less Sponsor Fee	(21,069.77)	(23,347.21)	26,548.48	26,548.48
Less Prop C	-			
Basic Formula	<u>1,382,097.31</u>	<u>1,533,326.12</u>	<u>1,796,447.22</u>	<u>1,831,900.83</u>

2021-22
(200 Enr)

180.00

170.00

26.25

22.00

0.08

206.33

8,924.00

1,841,324.62

26,772.24

1,868,096.86

**The Arch Community School
Monthly Cash Flow**

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget
REVENUES														
Local	\$ 69,294	\$ 12,500	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,500	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ 109,294	\$ 109,294
State	115,175	115,175	115,175	115,175	115,175	115,175	115,175	115,175	115,175	115,174	115,174	115,174	1,382,097	1,382,097
Federal	-	-	7,516	15,023	71,023	15,023	15,023	30,023	71,023	15,023	15,055	105,924	360,656	360,656
Total Revenues	184,469	127,675	123,691	130,198	186,198	130,198	131,698	170,198	186,198	130,197	130,229	221,098	1,852,047	\$ 1,852,047
EXPENDITURES														
Salaries	11,250	50,356	66,545	66,545	66,545	66,545	66,545	66,545	66,545	66,545	66,545	92,777	753,288	753,288
Benefits	7,614	33,588	19,833	19,832	19,832	19,832	19,832	19,832	19,832	19,832	19,832	27,984	247,675	247,675
Purchased Services	31,808	44,076	45,167	40,804	42,104	40,979	40,504	40,504	40,579	40,954	42,454	68,339	518,272	518,272
Supplies & Materials	42,705	34,136	18,276	27,431	27,431	27,585	18,019	18,019	18,019	18,019	18,019	10,935	278,594	278,594
Equipment/Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	8,645	8,645	8,645	8,645	8,645	8,645	8,645	8,645	8,645	8,645	86,450	86,450
Total Expenditures	\$ 93,377	\$ 162,156	\$ 158,466	\$ 163,257	\$ 164,557	\$ 163,586	\$ 153,545	\$ 153,545	\$ 153,620	\$ 153,995	\$ 155,495	\$ 208,680	\$ 1,884,279	\$ 1,884,279
Monthly Surplus (Deficit)	\$ 91,092	\$ (34,481)	\$ (34,775)	\$ (33,059)	\$ 21,641	\$ (33,388)	\$ (21,847)	\$ 16,653	\$ 32,578	\$ (23,798)	\$ (25,266)	\$ 12,418	\$ (32,232)	\$ (32,232)
Beginning Cash In Bank	\$ 50,000	\$ 141,092	\$ 106,611	\$ 71,836	\$ 38,777	\$ 60,418	\$ 27,030	\$ 5,183	\$ 21,836	\$ 54,414	\$ 30,616	\$ 5,350	\$ 187,973	
Ending Cash in Bank	\$ 141,092	\$ 106,611	\$ 71,836	\$ 38,777	\$ 60,418	\$ 27,030	\$ 5,183	\$ 21,836	\$ 54,414	\$ 30,616	\$ 5,350	\$ 17,768	\$ 155,741	

	Variance
REVENUES	
Local	\$ -
State	-
Federal	-
<i>Total Revenues</i>	\$ -
EXPENDITURES	
Salaries	-
Benefits	-
Purchased Services	-
Supplies & Materials	-
Equipment/Capital Outlay	-
Debt Service	-
<i>Total Expenditures</i>	\$ -
<i>Monthly Surplus (Deficit)</i>	\$ -
<i>Beginning Cash In Bank</i>	
<i>Ending Cash in Bank</i>	

Appendix O Financial Letters of Support



MEMBERS OF GOD'S FAMILY
- BUILT ON THE WORD
- FOCUSED ON CHRIST
- EMPOWERED BY THE SPIRIT
Ephesians 2:19-22

BETHLEHEM LUTHERAN CHURCH

2153 Salisbury Street
St. Louis, MO 63107
(314) 231-9615
FAX (314) 436-3330

John R. Schmidtke, *Pastor*

October 25, 2016

To Whom It May Concern,

Bethlehem Lutheran Church is pleased to extend a line of credit to The Arch Community School for \$200,000. The Arch Community School may draw on these funds as needed to assist them in the opening of their new charter school. \$25,000 of these funds are available for expenses prior to receiving a school charter from the Missouri Department of Elementary and Secondary Education. The remaining \$175,000 of these funds are available upon a school charter being granted.

Bethlehem Lutheran Church would be grateful for The Arch Community School to repay this start-up loan. However, if funds to repay Bethlehem Lutheran Church are not available, the loan will be totally forgiven.

Sincerely,

A handwritten signature in blue ink, appearing to read "Lucius Tooks".

Lucius Tooks, President
Bethlehem Lutheran Church

Appendix P Insurance Coverages

These Insurances will be provided through the Lutheran Trust:

- Commercial Package Policy – Provides General Liability, Counseling liability, Sexual Abuse, Non-Owned & Hired Auto Liability, Employee Benefits Liability, Property (since leasing it would be contents coverage) and Crime Coverage.
- Commercial Umbrella Policy – Provides higher limits to extend over commercial package, employers liability, etc.
- Directors & Officers Policy – Provides coverage for Directors & Officers and includes Employment Practice Liability (wrongful termination, etc.)
- Accident Student Medical Policy – Provides excess medical coverage to cover out of pocket medical on students. If no insurance steps up to become primary.
- Workers Compensation Policy
- Full time Employees will be offered a medical, dental and vision insurance program.

More information will be forth coming

Appendix Q Start Up Timeline

A. Hire Principal: As soon as the charter is approved, hopefully no later than January.

B. Marketing/Recruitment: Recruitment of The Arch Community School students to enter kindergarten, first and second grade in fall 2017 will begin as early as November 2016, with enrollment officially beginning in January 2017. Since a charter school was once located in this neighborhood, prior families will be invited through several methods including personal visits. The following sample marketing methods may be employed to contact prior families and new ones (time frame in parentheses is when activities are projected to start):

- Launch school website and social media pages (Face Book, Twitter, blog, etc.) (January 2017)
- Phone calls and/or mailers sent to community members and supporters (January 2017)
- Place ads in local media (January 2017)
- Informational meetings/school tours/online open house (January 2017)
- Present to early childhood centers within our targeted zone (January 2017)
- Announcements at neighborhood meetings within the enrollment zone (January 2017)
- Door-to-door canvassing in surrounding neighborhoods (Spring 2017)
- Network with Head Start, local pre-schools and day cares, homeless shelters, and community centers (January 2017)
- Partner with Better Living Communities and Bethlehem Lutheran Church to recruit potential parents and families for The Arch Community School (Fall 2016 and ongoing)

These methods and others will continue beyond the opening of the school. We will use technology creatively in our methods to spread awareness about the school and to engage the public. Participation of school staff and neighborhood families on The Arch Community School social media sites will help excite the public about the school and the quality education it will provide.

Student Enrollment: The Arch Community School will be a neighborhood, community school. All students living within the attendance boundaries of St. Louis Public Schools will have equal opportunity to apply and enroll, however preference will be given to students who apply from a geographic area with the following boundaries (Missouri Revised Statutes 160.410.2-1):

- Palm and Natural Bridge on the southwest (running to Grand)
- Grand on the northwest/north (running to Interstate 70)
- Interstate 70 and back to Palm and Natural Bridge (via Branch St)
- This area is mainly the 63107 zip code but not exclusively

Recruitment of students will commence with approval of the charter. A part-time recruiter will attend community events with a display and applications, network with Head Start, local pre-schools and day cares, homeless shelters, and community centers.

As mentioned previously, The Arch Community School will be focus on the neighborhood outlined above. Enrollment will be open until capacity is reached with these dates of focused recruitment:

- First Recruitment/Enrollment Outreach - (Jan. 30, 2017 – Mar. 3, 2017)
 - If enrollment exceeds capacity during this period, a lottery will be held before March 13.
- Second Recruitment/Enrollment Outreach - (Mar. 13, 2017 – June 2, 2017)

- If enrollment exceeds capacity during this period, a lottery will be held before June 12.
- Continuing Recruitment/Enrollment – (June 12, 2017 – July 31, 2017) Will continue as needed until capacity for the first year is met.

After year one, the enrollment windows will be as follows:

- First Open Enrollment Period - (January 22, 2018 – March 2, 2018) - TACS will still target the designated neighborhood.
- Second Open Enrollment Period - (April 2, 2018 – June 1, 2018)
- Continuing Enrollment – (June 11, 2018 – July 31, 2018) Will continue as needed until capacity for the first year is met. Targeting the 63107 neighborhoods will be done in accordance with Missouri Revised Statutes 160.410.2(1).

Siblings: As student positions are filled from year to year, enrollment preference will be extended to the siblings of students enrolled at TACS, although this cannot be guaranteed. Siblings of students must live at the same address and share at least one legal guardian. This preference is in congruence with Missouri Revised Statutes 160.410.

The Arch Community School shall not discriminate on the basis of race, color, religion, sex, national or ethnic origin, or physical handicap or disability, with regard to (i) the recruitment or admission of students to programs, activities or courses or (ii) the rights or privileges accorded or made available to students. Recruitment, admission, educational policies, and other school-administered program decisions shall be based upon nondiscriminatory factors.

Application Process: In addition to completing the hard-copy or online application form, and providing required documentation, parents/guardians of potential students of the school will have the opportunity to schedule an “in-take conference” with a school representative (e.g., Principal) which can take place at the school, the parents’ home, or another agreed upon location. The purpose of the meeting will be to engage with the parent and child and to ask/answer questions about the school and allow the parents/guardians to communicate information about their child. Once the student is officially enrolled, a brief kindergarten or first grade readiness assessment will be offered, which will be used to help teachers prepare to address individual needs of students with the start of the school year. Recommendations may also be made to parents to help students prepare for the start of the school year the following fall. If more students apply for enrollment than there are slots available (40 per grade level), a random admissions lottery will be held in accordance with Missouri Revised Statutes 160.410. Students not selected in the lottery will remain on the school “wait list”. Family orientation meetings will be scheduled for July 2017, upon parent/guardian acceptance of school admission.

Enrollment/Admissions Timeline

- Parent/Student meetings with school leaders (through June 2017)
- If necessary, conduct lottery/send first offer or waitlist letters if necessary after each enrollment period.
- Acceptance event; ongoing admissions/enrollment if necessary (July 31, 2017)
- Families complete all necessary student forms and submit all necessary records (June 12, 2017)
- Complete diagnostic assessments for those wishing to participate (June 2017)
- Reconfirm student enrollment (July/August 2017)
- Family Orientation Meetings (July/August 2017)

The Arch Community School will open in the 2017-18 school year with a maximum capacity of 160 students (40 in K, 40 in first grade, 40 students in second grade and 40 students in third grade). We are projecting for an annual cumulative attrition between 5% and 12%, which would be partially offset by the enrollment of new students each year, as well as by siblings of students who will receive enrollment into higher grades as spaces become available. By the beginning of the 2021-2022 school year, we expect to have roughly 240 students fully enrolled in TACS.

C. Hiring Staff: Plans for hiring staff will begin in January and will include:

- Visits to local universities to speak to staff and attend recruitment events.

- Connecting with local districts to see if there are qualified candidates available through aides or student teachers.

- Using all available on-line resources

- Following hiring protocol

D. Professional Development: During the late spring and summer of 2017, hired staff will begin PD on related topics:

- New assessment programs

- Curriculum mapping for the year

- School-wide behavior program

- Building as a team

E. Engage the Community: Besides the recruitment activities mentioned in section B, we will engage the community starting in the early spring to:

- Gather input about discipline practices for TACS

- Team building as a community

Appendix R Citations and References

In constructing this Charter, we used many resources including previous Charters written for:

The Biome

The Kansas City Neighborhood Academy

Lafayette Preparatory Academy

The Model Charter School Application

We express our thanks and praise for jobs well done and for leading the way in developing successful Charter Schools.

**The Arch Community School
Performance Contract 2017 – 2022
November 4, 2016**

As the official charter school sponsor of The Arch Community School (TACS), the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the TACS's charter term.

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of The Arch Community School will:

1. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
2. Maintain an active, involved board as described in their charter.
3. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
3.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records. Criminal background and FCSR checks as outlined in section RSMo160.400.14
3.2 All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes
3.3 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.
3.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.
3.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.
3.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.
3.7 The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals.	School leader evaluation document
3.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications
3.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document
3.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes

B. School Leadership

For the term of this performance contract:

1. The principal of The Arch Community School will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
4.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices. Enrollment and attendance documents. Core Data.
4.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data. Student attendance data. Student retention data. Core Data reports. Charter agreement.
4.3. Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data. School Improvement Plan. Professional Development Plan. Academic accountability indicators
4.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation. Health and safety permits. Fiscal records. On-site observations and reports.

Measure	Student Retention Rate				
	2018	2019	2020	2021	2022
Student Retention		≥ 75%	≥ 75%	≥ 75%	≥ 75%

Measure	Teacher Retention Rate				
	2018	2019	2020	2021	2022
Teacher Retention		≥ 60%	≥ 75%	≥ 80%	≥ 80%

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, The Arch Community School will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than **3% in year one and 5% thereafter**.
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
8.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
8.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).
8.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
8.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, The Arch Community School will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

E. Academic Achievement, Attendance and Annual Performance Report (APR)

Academic Achievement

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, The Arch Community School will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

Measure	Annual Minimum Targets				
	2018	2019	2020	2021	2022
For All Tested Subjects					
Academic Achievement			Approaching	Approaching	On Track
Subgroup Achievement			Approaching	Approaching	On Track
MPI			300	300	300

These goals are based on the current state assessment (MAP) and will be renegotiated based on any new assessment as necessary.

Attendance

3. For the term of this performance contract, The Arch Community School will meet the following MSIP5 90/90 attendance targets:

Measure	Annual Minimum Target				
	2018	2019	2020	2021	2022
Student Attendance	≥ 80%	≥ 80%	Approaching ≥ 85%	On Track ≥ 85%	On Track/ ≥ 90%

Annual Performance Report (APR)

4. For the term of this performance contract, The Arch Community School will meet the following MSIP5 APR targets:

Measure	Annual Minimum Target				
	2018	2019	2020	2021	2022
Overall APR Score			≥ 70	≥ 70	≥ 70
Comparison to SLPS			TACS APR will be equal to or exceed peer schools of similar size and scope in the St. Louis Public School District. The schools will be chosen based on location, enrollment numbers and selectivity, and percentage of free or reduced lunch.		

NOTE: These goals assume the current state accountability system and structure (MSIP5) is in place through the 2021 - 2022 school year.

The Arch Community School and UMSL agree that substantial failure to meet any of the terms of performance stated above could cause The Arch Community School to be placed on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for closure.

Furthermore, this performance contract is for five years of operation of the school. In the fifth year, The Arch Community School and UMSL will determine, based on UMSL policy and procedures and successful completion of this contract, if the school is prepared for renewal. At that time, a new performance contract will be created to address the next five years of the proposed, renewed charter.

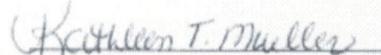
The Board of Directors of The Arch Community School approved this contract on November 8, 2016.

In agreement:


Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office
UMSL College of Education

Nov. 8, 2016
Date


Signature

Kathleen Mueller
Board President
The Arch Community School

November 8, 2016
Date