MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: **August 2014**

CONSIDERATION OF COMPLIANCE OF CHARTER SCHOOL PROPOSAL:
THE BIOME

STATUTORY AUTHORITY:	☐ Consent Item ☒ Action Item ☐ Report Item
Section 160.400, RSMo	

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

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

The Department has received a charter school proposal approved by University of Missouri—St. Louis for a term of five (5) years. The Biome anticipates opening within the boundaries of the St. Louis Public School District (SLPS) for the 2015-16 school year. The Biome application has been developed out of the Youth Learning Center (YLC) (4471 Olive Street), a Missouri Non-Profit Corporation that has focused on after school programs within SLPS. The application ensures autonomy of The Biome Charter School Board from the YLC Board. The Biome will be seen as a model for integrating student-centered learning, project-based opportunities and STEAM (Science, Technology, Engineering, Art and Mathematics). The Biome will start as a K-1 school with 80 students. Additional students will be added during the five-year charter reaching a capacity of 222. Upon their renewal in 2020, The Biome will expand to grades K-8 with 310 students.

A Department Team has reviewed the proposal and determined that the requirements of the law have been met.

PRESENTER(S):

Dennis Cooper, Assistant Commissioner, Office of Quality Schools and Curt Fuchs, Coordinator of Educational Support Services, will assist with the presentation and discussion of this agenda item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize The Biome to commence operations pursuant to the charter granted by University of Missouri—St. Louis for five (5) years, effective for the 2015-16 school year.

UMSL

Charter Schools Office
3651 Olive Street Suite 203D
St. Louis, MO 63108
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June 11, 2014

Peter F. Herschend: President, Missouri State Board of Education
Michael W. Jones: 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 Biome 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 Biome 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,

Carole Basile
Dean, College of Education

Glen Cope
Provost and Vice Chancellor for Academic Affairs

Bill Mendelsohn
Director, Charter Schools and Partnerships

Gloria Leonard
Director, Business Services

APPROVED AS TO LEGAL FORM
KKM
10:35 am, Jun 16, 2014

UMSL COE Charter Schools Office

Missouri Charter School Application Cover Sheet

The Biome: A YLC STEAM School

NAME OF PROPOSED CHARTER SCHOOL

The Biome

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION THAT WILL HOLD THE CHARTER

Bill Kent, Jr. — President & Chief Executive Officer

PRIMARY CONTACT PERSON — TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

4471 Olive Street, St. Louis, MO 63108

MAILING ADDRESS

314-531-9916

TELEPHONE (PRIMARY) — TELEPHONE (SECONDARY)

BKent@YLC-STL.org

EMAIL ADDRESS

N/A

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

4471 Olive Street, St. Louis, MO 63108

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

St. Louis City — Fall 2015

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED — INTENDED OPENING SCHOOL YEAR FALL 20__

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	K-1	80	SCHOOL YEAR 6 *		
SCHOOL YEAR 2	K-2	115	SCHOOL YEAR 7 *		
SCHOOL YEAR 3	K-3	150	SCHOOL YEAR 8 *		
SCHOOL YEAR 4	K-4	190	SCHOOL YEAR 9 *		
SCHOOL YEAR 5	K-5	222	SCHOOL YEAR 10 *		

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS K TO 8 WITH A PROJECTED TOTAL ENROLLMENT OF 310.

Missouri Charter School Application Cover Sheet

SCHOOL DESCRIPTION (1 pages maximum)
The purpose of this section is to have a snap-shot description of the school. Describe the schools mission, curriculum, grades served and what benefits the students will enjoy as a result of attending this school. Your description will be used by the sponsor to provide information to the public.

APPLICATION CERTIFICATION
I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

SIGNATURE

President & CEO

TITLE/ROLE

June 16, 2014

DATE

Bill Kent, Jr.

PRINTED NAME

The Biome: A YLC STEAM School

School Description

The Name
The Biome reflects our belief that the learning environment is critical to student success and must be responsive to the talents and individual academic needs of children. Just as a savannah biome supports a diverse array of life and interactions, The Biome will support the diverse academic needs and abilities of our students, and will encourage meaningful interaction of students and adults who will contribute positively to the school and larger communities.

Mission
We engage children in an individualized and challenging educational environment, enriching minds and cultivating confident and creative builders of the future.

Curriculum Approach
The Biome will be a model for integrating student-centered learning, project-based opportunities, and STEAM (Science, Technology, Engineering, Art, and Mathematics) within a nurturing, academic ecosystem. The Biome's curriculum and overall course of study will include the following core features:

- Intensive provision of concentrated literacy and math instruction in the early grades;
- Ongoing use of integrated/multidisciplinary units and lessons from kindergarten through grade 8;
- Annual STEAM-focused and project-based thematic units, beginning in kindergarten and increasing in rigor and emphasis through grade 8; and
- Year-end culminating portfolio presentations for 3rd – 8th graders.

Initially, school leadership will use research-based purchased curriculum in literacy, math, science, and social studies to provide a foundation for ongoing curriculum development; however, the curriculum will ultimately be customized by experts with the aid of experienced classroom and school leaders, thereby ensuring that the curriculum remains rigorous and applicable to real-world settings.

Grades Served
The Biome will begin serving students in kindergarten and first grade, and will grow by one grade each year, eventually operating as a K-8 school by 2022-23.

Student Benefits
The Biome's students will be dynamic and creative thinkers, working within an innovative environment with expert classroom leaders in whole- and small-group settings to first develop the core math and literacy skills that serve as prerequisites for ongoing learning, and then apply these skills in progressively challenging and aligned lessons and projects. A strong foundation of literacy and math in the early grades (K-2) will ensure that The Biome's students will be prepared to engage in accelerated STEAM course-work and projects, culminating in students leaving The Biome with a portfolio of work exemplifying their experience and learning over the course of nine years. Students will benefit from a school climate that respects and nurtures their individuality, while enabling them to grow in confidence through real, measurable achievement. The Biome's students will graduate from 8th grade well-exposed to STEAM coursework and careers, comfortable with and energized by interacting with a variety of stakeholders in their community, and on track to thrive in high school.

The Biome: A YLC STEAM School

Charter School Application

July 29, 2014

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A. Education Plan

A.1 Mission, Vision and Educational Philosophy

Mission: We engage children in an individualized and challenging educational environment, enriching minds and cultivating confident and creative builders of the future.

Vision: Youth Learning Center (YLC) was established December 20, 2000 as the Community Focused Development Corp (CFDC). CFDC operated under the fictitious name of Youth Technology and Education Center until January 25, 2011, when the organization's name was legally changed to Youth Learning Center. YLC has a 10 year track record of serving over 800 students, providing compelling evidence that students in the St. Louis community have the capacity to succeed academically if given the opportunity and resources. Lessons learned from experience and research informed our vision to develop a K-8 school—The Biome—that will serve as a model for integrating student-centered learning, project-based learning (PBL), and STEAM (Science, Technology, Engineering, Art, and Mathematics). The Biome will start as a K-1 school (in 2015-16) and grow by one grade each year, eventually operating as a K-8 school by 2022-23. A strong foundation of literacy and math in the early grades (K-2) will ensure that The Biome's students are prepared to engage in accelerated and individualized STEAM course-work and formal PBL beginning in grade 3. In addition to helping students meet Missouri Learning Standards (MLS), this model ensures the development of student portfolios which will exemplify their accomplishments over the course of nine years. Students will graduate from eighth grade on track to excel in high school and attend and graduate from college.

The Biome's students will become dynamic and innovative thinkers, working together with expert classroom leaders in whole- and small-group settings to first develop core math and literacy skills. The development of core math and literacy skills serve as prerequisites for continuous learning, and the ability to apply these skills in progressively challenging and aligned lessons and projects, within each grade and cumulatively, from one grade/year to the next. Students will be pushed to ask questions about their own learning and how their learning relates to the world around them, in school and the community. Students will demonstrate their learning through an end-of-year portfolio presentation and culminating project focused on STEAM concepts and drawn from their experiences in classes. To develop students' social-emotional health, The Biome will enact a strategy of building culture and community by grouping students in "houses" that, after adding a kindergarten class each year, have representation of students from multiple grades. Through these houses, which will be convened periodically outside of the classroom, students will be part of a community in which they have the opportunity to mentor each other and cultivate a "college-going" culture in which all students anticipate successful high school and post-secondary learning experiences. Additionally, the use of houses will allow classroom leaders to come to know students across the school, not just in a single class. For example, students in 2nd and 3rd grade will know what is expected of them in their own grade, as well as know the sorts of projects and activities they can look forward to in the coming years. By the 8th grade (if not sooner), students will exhibit a mastery of core literacy and math skills, formally apply these skills in interdisciplinary STEAM units, and develop an individualized portfolio capturing the breadth and depth of their knowledge and learning at The Biome.

The Biome's students and their parents will be presented with structured opportunities to learn about and prepare for next steps following 8th grade. The Biome will serve as a pipeline for its students by

developing relationships with high-performing secondary schools in the region. The school's strategy of building relationships and understanding requirements at the high school level provides the required knowledge to reverse-engineer middle school learning topics and curricula. The Biome's goal is to prepare students to be competitive candidates as they apply to the high schools of their choosing and to equip our parents with knowledge and confidence necessary to support their children along the way. We will maintain connections with our students as they leave The Biome with foundational core academic knowledge and skills, critical and reflective thinking skills that characterize lifelong learners, and the mental fortitude and tenacity necessary to gain acceptance to and succeed in competitive high schools. This foundation and network of support will help ensure that students are motivated to embody lifelong learning by matriculating and persisting in post-secondary education.

Classroom teachers, called classroom leaders at The Biome, will work in an environment that values their contributions as professionals and encourages team work to share and increase knowledge and best practices. As our school adds a grade each year, our classroom leaders will work in multi-grade teams (e.g., K-1, 2-3, 4-5, 6-8) to develop lesson plans. The Biome's classroom leaders will jointly analyze data on students in their own class and in others, and collaboratively suggest and develop instructional strategies to accelerate learning among all students. We envision a school in which classroom leaders have an intimate knowledge of students, prior to the beginning of the school year. Classroom leaders will understand the strengths and challenges of their students, what projects they may have worked on in the past, and potential gaps in students' learning. Classroom leaders will help to create a learning environment in which their lessons and students' interests are developed in tandem, minimizing the potential for misalignment.

The development of student-centered, rigorous, and aligned curricula and projects will occur as the school grows each year. If funds are available, we will enact a strategy to hire classroom leaders on a part-time basis the summer prior to the start of the school year to develop curriculum for the advancing class. More specifically, during our first year of operation (2015-16), in which grades K and 1 will be in place, we will hire two 2nd grade classroom leaders (summer prior to the school year) to: (a) work part-time with current staff and (b) participate in the development of the curricula to be used in grade 2. This strategy will ensure appropriate alignment and scaffolding between grades. The following summer, we will hire the 3rd grade classroom leaders to work part-time with the 2nd grade students and help develop the 3rd grade curriculum with 1st and 2nd grade classroom leaders. This iterative process repeats until the school grows through 8th grade. This process of continual development cultivates a culture of collaboration and high expectations for a rigorous and relevant, student-centered and STEAM focused learning environment. Additional external support (e.g., experts in curriculum development) will be hired to support STEAM curriculum development during the first few years.

Our school leadership team will create an environment that values professional education, exemplified by an intense focus on improving teaching and learning, and by a professional culture that models respect and responsibility among all members of the school community. The Biome leadership will work with classroom leaders to develop shared expectations regarding behaviors, the quality of instruction, and the integration of STEAM throughout the curriculum, leading to a powerful school-wide culture. The team will be active listeners, effective communicators, and timely responders to ensure that school staff members are well-supported and able to be assets to The Biome's students. Through collaborative planning, shared responsibility, and accountability, the Biome leadership team will build a foundation of

trust that will allow classroom leaders and students to succeed and to be effective leaders in their own right.

In addition to developing and nurturing effective working relationships with classroom leaders and school staff, members of The Biome leadership team will be seen as allies with parents and community partners, acting as forward-thinking advocates for community-wide collaboration to benefit The Biome's students. Our leadership team will work strategically to establish and maintain effective relationships and networks that will help The Biome's innovative ecosystem remain sustainable.

Our parents and the broader community will be active participants and partners in the school's journey towards excellence and the ultimate success of our students. One benefit of starting a school from scratch is the ability to develop intentional expectations and a culture of parent and community involvement, rather than trying to change entrenched norms that define (and often constrain) parent and school interactions. Traditionally, most parents interact with schools around a small set of activities: during parent-teacher conferences, during school-wide performances and events, or when their child may require additional services or to address behavioral issues. Instead of continuing the traditional "us/them" mentality that characterizes parent/school interactions in many public schools, The Biome will be a school community that intentionally and strategically involves parents and community members throughout the development of the school, and over the course of students' experience in school. Parents and community members will be part of annual focus groups held during the school year. A home-school excellence contract will provide mutual accountability for all parties. Students will share their progress through student-led conferences with parents. The broader community, including leaders from local businesses and partners, will be invited to serve on portfolio presentation and culminating project panels that will provide feedback to students. Finally, we anticipate that our building providing dedicated space and a welcoming environment for quarterly parental education seminars, forums, and workshops.

Our business and community partners will actively seek out our school as a resource and partner. As The Biome expands into grades 6, 7 and 8, we envision active partnerships with local businesses that recognize our school as fertile ground for innovation and a place where ideas can be explored, refined and revised. Our middle school students will be actively engaged in developing computer and technical applications, integrating fine arts and engineering, and even serving as peer reviewers for student projects. Graduating 8th graders will be on track to succeed in high school, matriculate at college, and achieve success in college and beyond. Active relationships with business and community partners will ensure that our students have access to information on the latest innovations and emerging career fields. Likewise, ongoing feedback from our business partners and competitive local high schools regarding emerging skills and knowledge will be incorporated into our curriculum. This incorporation enhances the students' learning experiences and the curriculum's relevance to real world applications, better preparing The Biome's students for success in the next chapter of their academic career.

School Performance Goals – Where we expect to be in five years:
We are setting high expectations for ourselves as an organization and for the performance of our students. We are confident that the children in our community can, when given the right resources and environment, overcome challenges and achieve academically at rates that meet and exceed Missouri Learning Standards and that are on par with the achievement of children in the larger global community.

- By 2020, The Biome's students will have an MPI score of 375 or higher in math and English Language Arts (ELA).
- By 2020, The Biome's students who are categorized as being in a subgroup will have an MPI score of 375 or higher in math and ELA.
- By 2020, 90% of The Biome's students will be in attendance at school at least 90% of the time.
- By 2020, The Biome will achieve at least 70% APR.

Educational Philosophy

Our educational vision coalesces with our educational philosophy, which provides the core tenets, or mechanisms, through which we will actualize our vision. The following seven core tenets of our educational philosophy are foundational to our efforts to create a vibrant and thriving educational experience for our students.

Tenet 1. Ensuring a safe and secure learning environment for students and classroom leaders

A safe and secure environment is necessary for students to be able to immerse themselves in learning. Establishing and maintaining clear behavioral expectations and policies (See A.8) will be one of the first steps taken to create a productive learning environment. Working closely with The Biome School Board and parents, school leadership will research and enact proven policies and discipline practices that meet the needs of The Biome's students and fulfill state regulations. However, developing a safe environment involves much work beyond setting behavioral expectations. The Biome will offer a safe environment in which students are encouraged to take academic risks—to ask and answer questions without fear of getting the answer wrong. It is critically important that students learn how to question each other and classroom leaders in the spirit of inquiry and with respect. To ensure that learning occurs, classroom leaders will guide students to challenge assumptions and search for answers.

Tenet 2. Delivering rigorous and relevant curricula and instruction

Students attending The Biome will receive intensive and accelerated instruction in literacy and math through the elementary school grades and in particular in grades K-2. Two of the most reliable and evidence-based predictors of student success (e.g., graduation from high school and matriculation to college) are (1) students reading on or above grade-level by grade 3 and (2) students on or above grade level in math at grade 5[i]. However, the pervasive achievement gap between low-income and middle- and high-income students demonstrates that an over-reliance on textbook-driven core curricula and instruction has not been entirely successful. To address the achievement gap, The Biome will use the *Rigor and Relevance Framework* to guide the selection and development of all curricula, as well as serve as the basis for monitoring and evaluating classroom leaders' instruction. Developed by the International Center for Leadership in Education and used by many schools across the country, the *Rigor and Relevance Framework* is a rubric comprised of four dimensions (Rigor, Relevance, Learner Engagement, and Literacy) and 12 indicators (See Appendix A). All classroom and school leaders will be thoroughly trained on the *Rigor and Relevance Framework*. The *Rigor and Relevance Framework* will be used to identify instructional strategies that are below standard (i.e., falling within the Developing or Beginning levels of the rubric) and provide instruction-specific feedback to classroom leaders on how to improve their instruction. Similarly, classroom leaders will use the *Rigor and Relevance Framework* when integrating and reviewing lesson plans and projects. In summation, our initial adoption of external, research-based literacy and mathematics programs, combined with consistent use of the *Rigor and Relevance Framework* and a project-based approach to teaching and learning (Tenet 3) will ensure that each student is provided with rigorous, relevant, and individualized instruction.

Tenet 3. Employing a student-centered, project-based approach to teaching and learning
Students and classroom leaders at The Biome will learn through hands-on, cross-curricular instruction and practices. We know that students learn through doing and by being active participants in their learning. The Missouri Learning Standards (MLS) provide a tremendous opportunity to raise expectations for our students and ensure that they are able to apply their skills to relevant, real-world situations and contexts. The Biome classroom leaders will use research-based curricula to create integrated lessons aligned with MLS and Missouri's GLEs that ensure that students directly activate their knowledge through projects and integrated units. In grades K-2, students will receive intensive instruction in math and literacy and will be closely monitored to ensure that they are developing the necessary competencies to succeed in later grades. K-2 classroom leaders will introduce integrated units and mini-projects to expose students to project-based learning. Beginning in grade 3, students will complete a formal project (likely in the second half of the school year) that will culminate in an end-of-year presentation, to be scored by classroom leaders and peers through a performance rubric. Integrated units and end-of-year projects will be a fixture of each grade, focusing on various aspects of STEAM, and will be determined by school leaders, parents, and students as the school's population grows. Professionals and experts in their fields will be tapped to ensure that curricula and projects are directly applicable to real-world situations. The following are examples of potential projects and opportunities:

- Students will participate in discussions about modern artists at an art museum and showcase their work at a partner gallery.
- Students and classroom leaders will jointly publish video games and apps to the App Store.
- Students, sponsored by local businesses, will showcase animated shorts at a film festival.

Tenet 4. Infusing technology as a seamless component of students' learning experience
Technology (e.g., computers, touch screen interfaces, online learning, coding, the Internet as a medium for real-time information sharing and production, online interactions) is no longer solely a tool for learning; rather, it is an integrated part of our students' workspace and environment. Technology integration is a core tenet of how The Biome will approach teaching and learning, but we will not force the use of technology when it is not needed or appropriate. Using technology as a crutch, or simply because it is available, is distinct from understanding intentional use of technology to assist the student in accomplishing a task that otherwise could not be accomplished, or to answer a question that could not otherwise have been answered, or to provide compelling, text-based evidence of what one has read or experienced in a fundamentally different way. For instance, our students will not only be taught how to use iPads as replacements for the desktop PC, but with the addition of probes, they will learn how the iPad can become an authentic science tool used for real-time measurement, data visualization, and analysis. Moreover, while students will undoubtedly use their computer's word processing programs to craft reports, the addition of coding classes will open the world of computational thinking to all students. Students will utilize industry-level software and technology throughout the curriculum and all content areas. The Biome's classroom and school leaders will utilize technology to allow for real-time data collection of student progress and subsequent modifications of instruction as required to meet students' needs.

Tenet 5. Cultivating a professional environment of continuous learning
Classroom leaders at The Biome can best be understood as facilitators who work with students and fellow classroom leaders to chart a path towards continuous, individualized, and accelerated learning. Strong, expert, and passionate classroom leaders, as the providers of classroom instruction and the facilitators of student learning, are at the heart of any successful school. At The Biome, school leadership will ensure

that classroom leaders are highly respected and are able to work together as peers in a professional learning environment that encourages the spread of ideas and instructional strategies. Classroom leaders will be recruited and hired based on their desire to work in an environment that continually focuses on answering the question, "How can we better educate children?" An aggressive recruitment and retention strategy will ensure that we hire and retain classroom leaders that thrive in such an environment. As noted earlier, cross-grade teacher teams will be formed so that classroom leaders have an opportunity to work together, examine data, and develop and revise units and lessons. Classroom leaders will use the results of formative assessments to determine the effectiveness of particular lessons and units for individual students. If students have not mastered a particular standard or skill, classroom leaders will provide additional instructional support, using school-developed interventions or through direct tutoring and support. Our goal is for students to be at grade-level and to be positioned to accelerate their learning at all times. Through the use of multi-grade vertical teams, classroom leaders will interact with students across grades and obtain essential information on students' strengths and challenges as students move from one grade to the next. Formal common planning time for cross-grade teacher teams will occur at least once a week, with the expectation that other meeting structures (e.g., daily preparation and twice-monthly early release days) will provide additional time for professional learning. No member of the school community will remain stagnant in their learning continuum. Professional development will occur with the school leadership team and classroom leaders together as a whole, rather than led by one group or the other.

Tenet 6. Leadership to drive continuous improvement

Second only to classroom leaders' instruction, high-quality school leadership is critical to the long-term success of a school[ii]. The Biome approaches leadership as an organization characteristic rather than the sole responsibility of a designated individual[iii]. Following this tenet, The Biome's Board of Directors will select a school principal with demonstrated experience as an instructional leader and as someone capable of cultivating leadership among a growing staff. As The Biome expands, grade-by-grade, new classroom leaders and support staff will be added each year. This situation provides an opportunity to develop teacher leaders; however, it also poses the challenge of integrating new classroom leaders into the school as full partners. The Biome's strategy of hiring classroom leaders part-time, the summer prior to the start of the academic year will support the development of classroom leaders as they transition into their full-time roles. Staff, ranging from 4 to 5 individuals at the start of the Charter to upwards of 25 to 30 professional staff by 2022, will use multiple sources of data to drive continuous improvement. Student formative and summative assessments, information from parent and community focus groups, internal surveys of students and classroom leaders, observations of classroom leaders' instruction, and other, to-be-developed sources of data will inform ongoing reflection regarding what is working and what needs to be improved or changed. At the heart of this tenet is inclusive, data-driven leadership with an intense focus on improving teaching and learning.

Tenet 7. Whole-child learning

All children are unique and have different needs that require a different approach. The Biome will prepare students to succeed in life, not just academically, but also socially and emotionally. Students at The Biome will receive individualized instruction and learning plans so that each child has an opportunity to obtain the core academic skills needed to succeed and expand their knowledge through customized, STEAM-based projects. Support systems, such as the house system and mentoring among students and between classroom leaders and students, will be established to assist students in receiving additional emotional or social support as necessary. We are committed to partnering with many of the outstanding

organizations in our community to support students as the school matures. Our goal is for all of our students to graduate as responsible and confident citizens prepared to succeed in high school and college, and make a positive impact on the world.

A.2 Curriculum and Instruction

Curriculum Overview

The Biome is committed to developing and implementing rigorous and relevant curriculum and instructional strategies that will provide students with an integrated, student-centered, and STEAM-focused body of knowledge and skills. Classroom leaders will use inquiry-based approaches to learning and targeted STEAM-based projects to ensure that students achieve mastery of core literacy and math skills, and develop their learning as critical and reflective thinkers. The envisioned curriculum that The Biome's students deserve is not available for purchase through major publishers. As a result, The Biome will commit substantial time and resources toward the development of curriculum and training for classroom leaders on implementing integrated, project-based instruction. The Biome leadership will utilize resources like The Buck Institute of Education, Project Lead the Way, and other organizations to meet curriculum and staff development needs. The Biome commits to ensuring alignment of its curricula with Missouri Learning Standards, which in turn provides alignment to the Missouri Show-Me Standards and Grade-Level Expectations. Initially, school leadership will use research-based curriculum in literacy, math, science, and social studies to provide a foundation—a jump-start—towards ongoing curriculum development; however, the school's goal is for curriculum to be customized by experts with the aid of experienced classroom leaders and school leaders.

The Biome's curriculum and overall course of study will include the following core features:

- Intensive provision of concentrated literacy and math instruction in the early grades
- Continuous use of integrated units and lessons from kindergarten through grade 8
- Annual STEAM-focused and project-based thematic units increasing in rigor and relevance through grade 8
- Year-end culminating portfolio presentations, beginning in grade 3 and continuing through grade 8

Plan and Framework for Customizing Curricula in Core Academic Areas

As the school grows by one grade a year, external expert consultants, with direction from classroom and school leaders, will purchase and modify standard-based curricula and develop customized lesson plans and integrated units for the next grade. For instance, in 2015-16, as grades K-1 become operational and contingent upon the availability of funds, we will enact a strategy to hire classroom leaders on a part-time basis during the summer prior to the start of the school year to modify curriculum for the advancing class. This same pattern of proactively hiring the classroom leader(s) for the next grade to become experts in the modified curriculum and to build strong relationships with existing classroom leaders and students will occur until the school is fully operational through grade 8 as displayed in Table 1. Curriculum development experts will be involved in the customization of curricula for each grade group.

Table 1. The Biome's Plan and Framework for Customizing Curricula in Core Academic Areas								
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Grades Operational:		Gr. K-1	Gr. K-2	Gr. K-3	Gr. K-4	Gr. K-5	Gr. K-6	Gr. K-7
Curriculum customized for:	K-1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Curriculum customized by:	Gr. K-1 leaders	Gr. 1-2 leaders	Gr. 2-3 leaders	Gr. 3-4 leaders	Gr. 4-5 leaders	Gr. 5-6 leaders	Gr. 6-7 leaders	Gr. 7-8 leaders
Ongoing revision of curriculum, in leader teams		Gr. K-1	Gr. K-2	Gr. K-1 Gr. 2-3	Gr. K-1 Gr. 2-4	Gr. K-1 Gr. 2-3 Gr. 4-5	Gr. K-1 Gr. 2-3 Gr. 4-6	Gr. K-1 Gr. 2-3 Gr. 4-5 Gr. 6-7

In the early years of the school's development, the Head of School and hired expert consultants will play a major role in curriculum customization. As the school grows, additional classroom leaders, literacy and math coaches, and external partners may play a larger role in the customization of curriculum. Table 1 provides an overview of the framework and plan for customizing and continually revising curriculum through designated classroom leader teams and dedicated planning time.

Our proposed framework has a number of added benefits. First, we anticipate that expert classroom leaders will value the opportunity to spend up to 3 months developing integrated and project-based units and we will use this as an incentive to hire top quality classroom leaders. Second, intentionally partnering veteran and new classroom leaders from consecutive grades will ensure that classroom leader expertise is valued and shared. Additionally, this model cultivates positive relationships across grades and among classroom leaders, developing a shared ownership for the success of all students, not just students in "their" grade. Third, classroom leaders will work together to develop lesson plans and units that are horizontally (within grade) and vertically (across grades) aligned, so that curriculum and instruction reinforce crucial literacy and numeracy skills from one grade to the next while pushing students toward progressively more rigorous projects. Fourth, the administration and classroom leaders will truly own the curriculum, providing classroom leaders with the flexibility and knowledge to adjust lessons, projects, and units as needed. The school will have built its internal capacity to customize, implement, monitor, and refine curriculum and instruction to meet the needs of all students. Sample lesson plans are provided in Appendix B.

Literacy and Communication Arts

In the early grades (grades K-2), students will receive resource and time-intensive instruction in literacy and math, using research-based curriculum including targeted interventions. The Biome will initially purchase and use the Developmental Studies Center (DSC) curriculum in writing (*Being a Writer*), reading comprehension (*Making Meaning*), vocabulary development (*Words in Action*), and spelling (*Guided Spelling*). Curricula and lessons provided by DSC are flexible, allow for individualized learning and pacing, and can be easily adapted to be part of integrated STEAM-based units. At the heart of the DSC's curriculum are lessons using diverse fiction and non-fiction texts and guidance for how classroom leaders can facilitate the learning of each and every child. Additionally, the *SIPPS*® compendium of interventions will be used to ensure that students needing additional Tier 2 support have access to align and research-based instructional strategies. The Biome's K-2 classroom leaders will ensure that the curriculum meets Missouri Learning Standards. Beginning in the 2015 – 2016 school year, teacher teams

will use planning and team time to develop curriculum for the next grade, according to the plan depicted in Table 1.

Mathematics, Science and Engineering

The Biome will integrate mathematics, science, and engineering curricula, by customizing existing curricula and creating lesson plans that are aligned with Missouri Learning Standards, and integrated across the aforementioned subject areas. Additionally, and in keeping with the mission of the school, our curriculum will provide opportunities for students to demonstrate their knowledge through annual projects, thematic and integrated units, and an end-of-year portfolio presentation. The opportunities students will have to learn about and apply knowledge and skills in math, science, and engineering will help produce college-bound, industry-ready students with a strong science and engineering background. The following four priorities will guide our approach in selecting an initial, research-based mathematics and science curriculum and guide our development of curriculum over the course of the school's development.

1. **Multidisciplinary Approach:** The Biome recognizes that real-world problems and solutions require a multidisciplinary approach, counter to how schools have traditionally organized subjects/classes and instruction. Our core curriculum will draw from multiple disciplines to offer robust and relevant teaching material. All units and projects that become part of the curriculum will be intentionally multidisciplinary, integrating at least three (if not all) of the STEAM content areas.
2. **Pro-Social:** The curricula will be proactive in using strategies to encourage positive behaviors between classroom leaders and students as well as among students. The highest priority in any classroom is to create a safe environment to enable students to participate freely. Therefore, classroom leaders will model expectations regarding school climate and discipline (see A.8) and will purposefully teach respect, open mindedness, and self-discipline. Curriculum and instruction will be designed to create student teams that develop the cooperation and team building skills needed in the workplace and to maximize learning among all students.
3. **High-Level Thinking:** Integrated units and STEAM-based projects are the tools that we will use to ensure that students engage in high-level thinking, leading to thorough and lasting understanding of content. All teacher-developed units, lessons, and projects will include strategies through which students apply high-order questioning, developing their analysis and evaluation skills. Additionally, classroom leaders will help students understand how subject matter correlates with other fields to allow students to see the relationships among various disciplines. This standard—using high-level thinking and questioning—will be a part of the curriculum and instruction beginning in kindergarten.
4. **Socially and Culturally Responsive:** In developing curriculum, classroom leaders will consider the needs and backgrounds of all students and incorporate the information each student brings to the classroom from their community and cultural backgrounds. The Diversity Awareness Partnership and other resources may support the school's development in this area.

Math Curriculum: 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 an integrated math, science, and engineering curriculum. *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 curriculum and 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. In grades 6-8, The Biome will adopt the *Connected Mathematics Project*, which is an extension of *Investigations*, using an inquiry-based approach that is amenable to the development of integrated and project-based units. School leaders, classroom leaders, and parents will continually examine the effectiveness of *Investigations* and *Connected Mathematics* as the school grows. We expect that the vast majority of our students will be on an accelerated mathematics track by 7th grade, leading to Algebra I in 8th grade.

Science Curriculum: While we have not selected a science curriculum, our plan is to utilize a curriculum that actively pursues practical and hands-on education and is aligned to Missouri Learning Standards. Additionally, we plan to integrate *Next Generation Science Standards,* which includes complementary mathematics and literacy standards that correspond with the science subject matter, with the understanding that the State of Missouri has not adopted those standards. Students will learn about and actively use the core concepts of scientific inquiry, testing hypothesis, and research design. Through projects, students will develop skills consistent with modern-day science and engineering practices. *Next Generation* focuses on deep levels of understanding and the relevant application of information to ensure thorough comprehension of the material. The Biome's adoption of *Next Generation* as the core science curriculum will provide our classroom leaders the flexibility to create integrated and project-based units.

The Biome will also consider using *FOSS (Full Option Science System ™)* as a supplemental resource for classroom leaders to actively engage students through scientific experimentation and analysis. *FOSS* will provide teacher toolkits that will make integrating scientific experimentation into the classroom accessible for classroom leaders and will provide students with investigation guides to allow students to practice recording and describing their scientific findings. *FOSS* is based on the same research employed in the *Next Generation Science Standards*, thereby providing a coherent approach to science education.

Social Studies: Similar to our approach to literacy, math, and science, The Biome will use a purchased social studies curriculum as the foundation for subsequent development of integrated units and projects. The Biome will use the *TCI Integrated Curriculum for Social studies*, which is used in over 100 mid- to large districts across the country, including major districts such as Austin, TX, Denver, CO, and Portland, OR. *TCI* curriculum and instruction employs a variety of approaches, including visual discovery activities, group problem solving activities, and writing for understanding activities. *TCI* is founded on a constructivist approach to learning, building on Howard Gardner's theory of multiple intelligences and differentiated instruction.

Specials: The Biome will offer targeted courses for students in chess, robotics, video game design, coding, and animation, among others. Participation in these classes will occur at regular intervals through each student's time at The Biome. These classes will be offered to students to bolster their experience in the STEAM fields.

Integration of Arts, Music, Physical Education, Health, Social Studies, and other content
Students attending The Biome will participate in various activities, courses, and electives. Ultimately, The Biome will offer students a comprehensive STEAM-based curriculum and course of study that

integrates literacy, mathematics, science, technology, engineering, and arts. Projects and integrated units will encompass multiple content areas and address Missouri Learning Standards. The following provides a brief description of the foundational curriculum in various content areas that will be used by classroom leaders to create integrated curriculum, units, and lessons.

Art: The Biome will combine the *Great Artists*[iv] program, developed by Laurie White in 2000, with the publicly available *Elementary Visual Arts (EVA)* Curriculum developed by Rapid City Areas Schools in South Dakota. The *EVA* Curriculum uses visual and holistic art to support students to see themselves as active members and contributors to the local and world community. An added value of *EVA* is its use of art history to recognize connections among the culture and historical periods throughout the world. The *Great Artists* program provides a structured framework for teaching students how to draw. Additionally, the program builds upon the works of the great artists of the past, providing students with an historical perspective as well as building artistic skills.

Music: The Biome will adopt the *Orff-Schulwerk* curriculum that cultivates musicians through song, instruments, and dance. At the heart of the *Orff-Schulwerk* curriculum is a focus on student-centered learning and fostering the appreciation of the intellectual, social, emotional, and aesthetic aspect of music and the arts.

Health and Physical Education: The Biome will use the *SPARK*[v] early elementary (K-2), elementary (3-5) and middle school (6-8) 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.

Professional Development and High-Quality Instruction

Developing curriculum that is aligned to Missouri Learning Standards that integrates units, lessons, and STEAM-based projects is necessary, but not sufficient. The Head of School will ensure the provision of professional development during the first two to three years, supplemented by targeted support from outside professionals and experts in content-specific fields. In the event that The Biome hires classroom leaders with first and or second year teaching experience, qualified mentors, with at least five years of teaching experience, will be assigned to support their professional development. Additionally, professional development will be tracked and provided for all classroom leaders. As The Biome grows and expands its capacity, we will institute systems and professional development designed to build the classroom leaders' capacity to provide high-quality instruction. For instance, the International Center for Leadership in Education's *Rigor and Relevance Framework* will serve as The Biome's definition of high-quality instruction. As lessons and integrated units are developed, classroom leaders will evaluate lesson quality based on the rubric. Likewise, school leaders (and classroom leaders, as peers) will monitor the quality of instruction in the classroom through regular classroom walkthroughs (by the Head of School) and peer observations (by fellow classroom leaders). All instructional feedback will be structured around the *Rigor and Relevance Framework*, ensuring that feedback is grounded in best practice and that the entire school develops a shared expectation for quality instruction. Additionally, The Biome will use Teach for America's *Teaching as Leadership Framework* as a guide for continual improvement among classroom leaders[vi]. The application of the aforementioned frameworks will be utilized to evaluate classroom leaders and result in clear identification of their professional strengths and weaknesses. Based on these evaluative methods, The Biome will design professional development plans to address ongoing

professional development needs of its staff. Classroom leader progress will be monitored against identified growth goals each semester and professional development goals will be modified accordingly.

Formal and internal, job-embedded professional development will be intentionally structured to maximize the ability of classroom leaders to use formative and summative assessments (see A.3) to:

a) Determine instructional effectiveness
b) Identify students who may need additional support or acceleration
c) Plan targeted interventions

An annual Planning for Innovation Week will be held each summer at the school, providing additional time for classroom leaders to refine their lessons and projects for the upcoming year and to review academic and behavioral expectations. Additionally, classroom leaders will undergo general professional development to prepare for the upcoming school year. By the end of the weeklong event, classroom leaders will have worked collaboratively to ensure horizontal and vertical alignment of their lesson plans for the upcoming academic year. Daily individual and weekly common planning time for multi-grade teams (K-1, 1-2, 2-3, …) will provide classroom leaders with dedicated time to develop curriculum (when needed, as grades are expanded annually), review student data, and review and revise instructional strategies. Classroom leaders will be trained on the *Rigor and Relevance Framework* and develop and use a Common Planning Time Protocol to guide collaborative discussions. Early Release Fridays, held every two weeks, will provide school leadership and classroom leaders with time to engage in school-wide professional development. During the early release periods, students have the option to remain at the school for after-school enrichment activities and special programming led by volunteer/community partners as determined by The Biome's leadership. Professional development needs will be collaboratively supported by accessing expertise among all members of the school community, classroom leaders, administrators, and partners. During the start-up phase, school leadership will utilize external professional expertise to meet the needs of classroom leaders and other staff. Early Release Fridays is a mechanism to focus on instructional issues rather than administrative items that can be attended to via other means.

A.3 Assessment

Using data to improve instruction is commonplace in schools across Missouri and the country. However, actively using data as part of a high-functioning system of continuous improvement remains, in most schools, more theory than practice. We know that highly effective schools, and in particular those schools able to accelerate learning among low-income students, exhibit a sophisticated and precise use of data[vii]. Data is used in multiple ways, but with a singularity of intent: to improve instruction and students' academic achievement. In The Biome, the ongoing analysis of multiple types of data will inform the instructional strategies used with students. The effectiveness of integrated units and lessons will be directly evaluated through the use of data—from students, assessments, and observations. Data from teacher observations will help us to determine student needs as well as gaps in classroom leaders' instruction. To achieve our goal of an MPI score of at least 375 in five years, we must modify and continuously improve our instruction, systems, and methods of working together on a weekly and monthly basis, rather than at the end of the school year.

Our school will not become "test-driven," but rather, The Biome will be premised on inquiry, reflection, and critical thinking. The Biome's classroom leaders and school leaders will use data as a means to an end, not as an end in and of itself. When data suggests that something is not working, we will work collaboratively to identify needed improvements. In this way, we will create a sustainable culture of continuous improvement rather than a culture of test taking. Strategic use of formative assessments will characterize our work. Assessments will be embedded in the classroom and include pre-assessments needed to determine initial interventions, ongoing assessments to inform day-to-day instruction and supports, summative course-specific assessments, end-of-year culminating project and portfolio assessments. Portfolio assessments will support classroom leaders and students in monitoring text-to-text, text-to-world, and text-to-self thinking, ensuring that students are able to internalize the relevance of what they learn. To the extent possible, our assessments will be comprehensive and transparent in nature (e.g., parents and students will have and use rubrics to evaluate student work prior to completion).

With regard to state-approved normative assessments, The Biome will implement the Smarter Balanced assessment program, using interim benchmarks to scaffold students' learning and classroom leaders' ability to target instruction. Students will be prepared to take the end of year Missouri Assessment Program (MAP) (or any state-approved summative assessment tool) and End of Course (EOC) assessments which will serve as testaments to their learning over the course of the school year. Results from the MAP will be used to gauge student progress within The Biome and in relation to other schools. An annual report of student achievement and assessment results will be distributed in accordance with Missouri Revised Statutes160.522 and 160.410(4).

Organizing to Use Data: The aforementioned Annual Planning for Innovation Week, weekly common planning time for multi-grade team meetings, and twice-monthly Early Release Fridays will provide structured opportunities for classroom leaders to use data to improve instruction. Structured data inquiry protocols, based on the *Rigor and Relevance Framework*, will be used to ensure that data is monitored consistently and is focused on meeting grade-level and school-wide goals.

In keeping with our vision of developing well-rounded students with the skills and knowledge needed to succeed in high school, and ultimately in college, we expect to employ two types of assessments (in addition to standardized testing) that distinguish our school and illustrate our commitment to an integrated, STEAM-based approach to learning.

1. **Portfolio development and final project presentations**: Each student will develop an annual portfolio of their work and present a final project at the end of the school year. This portfolio presentation and final project will be the responsibility of the students and allow them to demonstrate and defend their knowledge. The Biome's school leaders, classroom leaders, and community members will investigate best practices and develop a process and rubric that will guide students' final presentations. The portfolio and final project presentation events will be open to parents, community members, and students, and will be judged by a panel of classroom leaders and the students' peers (beginning in 3rd grade). Upon completing 8th grade, students will have a multi-year portfolio depicting their experience at The Biome.
2. **Assessment of students' non-cognitive attributes:** Student attributes such as perseverance, motivation, and self-regulation are highly correlated with success in high school and college[viii]. Student engagement, including measures related to student effort, efficacy, and attentiveness, are also strong predictors of teacher quality and the ability of students to demonstrate academic

success[ix]. The Biome will develop in-house assessments that provide our students, classroom leaders, and school leaders with data on the extent to which students are developing essential non-cognitive attributes and are fully engaged in classroom and school activities. This assessment will not be viewed as a test, but rather, as an opportunity for students, parents, and classroom leaders to engage with the school by providing their feedback. We will track this data over time as a means of improving our school as well as documenting individual student progress. Building upon the precedent set by the landmark study of the Perry Preschool Program[x] and current efforts to track students from high school to college (e.g., KIPP, Harlem Children's Zone), we will document, measure, and hold ourselves accountable for students succeeding in high school and college.

While the variety of assessment measures and methods may seem expansive, it should be noted that some of the additional assessments are not invasive in nature. The portfolio and final project presentations, for example, will be fun, interactive activities for students to demonstrate their learning. As another example, pedagogical documentation will only involve intentional teacher observations of students' progress over time. The full assessment program aligned with the above-described structures and overall approach to assessment and data use are provided in Table 2.

Student promotion will be based upon student attainment of grade-specific benchmarks and goals related to the various assessment areas described in Table 2. While formative and summative data will be used to monitor overall student progress, the data that will help classroom and school leaders determine promotion of individual students will primarily come from the Missouri Assessment Program, the Aims Web assessment, and the Fountas and Pinnell benchmark assessments. Classroom and school leaders will remain in constant communication with parents and students about academic progress and readiness for the next grade throughout the course of the academic year. Determination to promote or not to promote will be an informed decision made by a committee consisting of designated classroom leaders, school leaders, and the Head of School.

Table 2. Charter School Student Assessment Table					
Standardized/Formal Assessments					
Assessment Tools/Methods	**Grades**	**Description**	**Purpose**	**Design**	**Data Use Plan**
Smarter Balanced Assessments (Incl. MAP and EOC assessments)	3-8	State-approved, norm-referenced tests that are delivered annually in math and English Language Arts beginning in grade 3, and in science for grades 5 and 8. Interim tests are offered periodically as needed	Provide a clear roadmap of academic expectations, and gauge retention of Missouri Learning Standards in mathematics and English Language Arts learned at each grade level	Assessments include Smarter Balanced benchmarks and a variety of multiple choice, extended response, and performance task components. MAP and EOC are delivered annually each spring	Interim and end of year results will be reviewed to help keep students, parents and classroom leaders abreast of what children should be learning each year in order to be on track for college and career success
Aimsweb	K – 8 (math) 6 – 8 (ELA)	Computerized, curriculum-based assessments in math and ELA that are compatible with all curriculum and standards. Aimsweb is suited to manage Response to Intervention (RTI) programs	Tiered assessments and instruction frameworks provide specific information about student learning levels. .	Web-based assessments will be taken by students quarterly during the school year	Classroom leaders will use detailed information from the Aimsweb diagnostics to develop/alter the curriculum and/or individual student plans based upon identified student needs
Fountas & Pinnell (F&P) Benchmark Assessment System (BAS)	K-5	System for one-on-one literacy assessment that links to classroom instruction and guided reading plans	Measures individual student's ability to decode, read accurately and fluently, and comprehend reading material	Using an A-Z text level gradient, classroom leaders assess students individually by having them read aloud and discuss leveled books. All students will be assessed annually; struggling students will be assessed quarterly	Classroom leaders will use benchmark data to identify student's literacy needs, differentiate instruction, form/reform guided reading groups, and select books that will help students read at or above proficiency
Curriculum Assessments	K-8	Built-in unit assessment tools from Being a Better Writer, Making Meaning, Everyday Mathematics, TCI, etc	Built-in tools assess deeper levels of understanding and relevant application of information covered during class time	Assessments include a variety of multiple choice, open ended/short answer questions, and demonstrations at the end of each unit	Data collected on an ongoing basis will help classroom leaders and students keep track of progress in each of the related learning areas

Formative/Demonstrative Assessments					
Reggio Amelia Pedagogical Documentation	K-2	Assessment that employs pedagogical documentation to capture moments of learning through observation, transcription, and visual representations	Pedagogical documentation encourages classroom leaders, children, and students to reflect on interactions in the classroom	Led primarily by teacher observations and student demonstration of learning concepts, assessments are on-going	Data from assessments will be used to improve children's learning, increase classroom leaders' awareness of learning processes, and help parents understand their children's learning processes
Portfolio Assessments	K-8	Collection of student work to measure progress and application of knowledge (used in various disciplines)	Assessment activities resemble life and classroom activities, allowing it to be a continuous and on-going process[xi]	On an ongoing basis, student work is added to individual student portfolios accompanied by summary sheet/organizing framework for teacher notes. Students will present a compilation of their work at the end of the school year	Classroom leaders, students, and parents use the visual depiction of collected student work to monitor growth and identify challenge areas
Performance/ Final Project Assessments	3-8	Course-specific student presentations and related rubrics for each content area	Enable students to demonstrate and apply their learning in an experiential manner for a more comprehensive assessment of progress	Students will make class presentations to demonstrate and defend knowledge/skills gained Presentations will be assessed by classroom leaders and by fellow classmates using standardized rubrics	Classroom leaders and students will witness growth and mastery of learning objectives. Feedback from rubrics will be helpful for students as they work to improve ability to demonstrate and communicate ability and learned concepts.

A.4 School Calendar and Daily Schedule

The Biome will implement an extended school calendar and school day that will increase learning time for students and provide classroom leaders with additional opportunities for professional development and collaborative planning. In compliance with Missouri Revised Statutes 160.041 and 160.011, The Biome's calendar will include 210 total staff days and 191 total student days. The Biome Board is aware that state funding supports the minimum required state term of 174 days and that the extension of the school year, beyond the minimum requirement, must be supported with non-state funds. Over the entire school year, students will receive approximately 1,176 hours of regular instruction (not including breakfast, morning meeting, lunch/recess, and dismissal) and be in school (e.g., on school grounds) for approximately 1,513 hours. The extended school calendar builds in a minimum of six inclement weather closure days pursuant to Missouri Revised Statutes 171.033.2.

The proposed calendar and school schedule are intentionally constructed to meet The Biome's mission and goals. In grades K-4, the daily schedule will include literacy block totaling 105 minutes, an 80-minute math block, and daily 50 and 60 minute blocks for social studies and science respectively, with short breaks scheduled during each block. We know that integrated, project-based learning requires expanded time, and we have intentionally designed a schedule that provides for expanded time in core academic areas, including science and social studies, and two daily specials for all students. Our proposed daily schedule ensures that students receive intensive instruction in literacy and math and have opportunities to engage in project-based learning.

The extended calendar and daily schedule will provide classroom leaders with two daily preparation periods, one for individual planning time and the other for common planning time. Classroom leaders' preparation and common planning time sessions will take place during the Specials (Special 1 and Special 2). Twice-monthly Early Release Fridays will provide additional time for school-wide professional development.

The following provides an overview of The Biome's proposed daily schedule for grades K-4. The complete calendar and daily schedule is presented in Appendix C.

Table 3: Sample K-4 Daily Schedule (Day starts at 7:50 am and ends at 3:45 pm)
***See note for WADA | **See note**

	K-2	**3-4**
Breakfast	25 Minutes	25 Minutes
Morning Meeting	**15 Minutes***	**15 Minutes***
Literacy Block (A)	**60 Minutes***	**60 Minutes***
Special 1	**40 Minutes***	**40 Minutes***
Special 2	**40 Minutes***	**40 Minutes***
Recess/Lunch	50 Minutes	50 Minutes
Math	**80 Minutes***	**80 Minutes***
Literacy Block (B)	**45 Minutes***	**45 Minutes***
Social Studies	**50 Minutes***	**50 Minutes***
Science	**60 Minutes***	**60 Minutes***
Dismissal Meeting	10 Minutes	10 Minutes

*Note: For the purposes of calculating WADA, The Biome will report attendance for six and one-half hours.
** Note: Students will receive scheduled break time during each of the core learning blocks, and will also be engaged in interactive, project-based learning opportunities (math, social studies, and science will not be traditional lecture-style classes).

A.5 Target Population

The Biome will serve and be open to students who reside in St. Louis City. Within the city, enrollment will be targeted and prioritized through the use of three Enrollment Zones designed to ensure that The Biome's incoming students reflect the diversity and strengths of those families and community partners in proximity to our current location. Currently, over 700 students are enrolled in schools within a one-and-a-half mile radius from The Biome. Our experience, research, and discussions with parents and community members demonstrate a demand for additional high-quality education of the type proposed in this charter application. Further, the students in St. Louis City deserve intensive and creative learning opportunities that will help them to reach their full potential. Our expectation and goal is to enroll 40 students each year, within K-1, as the school expands. Our first year enrollment, comprised of grades K-1, will be 80 students, followed by the addition of 40 new kindergarten and first grade students in subsequent years.

Table 4. Anticipated Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	40	40	40	40	40	40	40	40
1st	40	40	40	40	40	40	40	40
2nd		35	36	37	38	37	40	40
3rd			34	37	38	36	37	38
4th				36	36	37	36	39
5th					30	30	35	31
6th						28	29	31
7th							26	27
8th								24
Total	**80**	**115**	**150**	**190**	**222**	**248**	**283**	**310**

Note: Attrition rates vary considerably and are attributed to a variety of reasons. Local charter schools that serve similar populations of students were investigated, and it was reported that attrition varied from a low of 10 percent to roughly 50% from kindergarten to fifth grade. The Biome is projecting an annual cumulative attrition between 5% and 12%, which would be partially offset by the enrollment of new kindergarteners and first graders each year, as well the enrollment of siblings who will receive preferential enrollment into higher grades as they become available. The Biome's school leadership will investigate application and lottery system software to manage the enrollment and lottery processes.

Existing demand for high-quality schools, extensive outreach, and the use of priority Enrollment Zones will ensure that our enrollment targets are achieved. The three enrollment zones play a significant role in ensuring that The Biome attracts a diverse student population that will be well served by The Biome's STEAM-based approach to education and college and career readiness.

- First Open Enrollment (October 1, 2014 – December 31, 2014): Enrollment Zone 1 includes zip codes 63108 and 63113. Families and students demonstrating proof of residence in 63108 and 63113 will receive priority during enrollment and enrollment lottery if needed.

- Note: The early enrollment period, beginning October 2014, is applicable to our first year of operation only. Please see section B5 for an explanation of enrollment periods in subsequent years.

- Second Open Enrollment (January 26, 2015 – March 6, 2015): Enrollment Zone 2 includes students living in the bordering zip codes of Enrollment Zone 1 (63103, 63106, 63107, 63110, 63112, 63115, and 63120). Families and students living in these zip codes will be prioritized second.
- Third Open Enrollment (April 6, 2015 – May 29, 2015): Enrollment Zone 3 includes students coming from areas beyond Enrollment Zones 1 and 2. Families and students outside of Enrollment Zones 1 and 2 will receive third priority.

Enrollment Zone Rationale: The development and use of Enrollment Zones to prioritize student recruitment and enrollment is based on three primary factors: surrounding neighborhoods and their populations, surrounding institutions and organizations, and opportunities in the surrounding areas.

The Biome is situated in a prime location at the edge of the Central West End neighborhood in the heart of the 63108 zip code. Within one-and-a-half miles of The Biome are institutions such as Saint Louis University and St. Louis's CORTEX district, the city's not-for-profit organization focusing on life sciences research, development, and commercialization. In addition, the Cambridge Innovation Center (CIC), the self-proclaimed "largest innovation center in the world," announced that it will be opening its first out-of-state expansion location in St. Louis in the newly-renovated @4240 building in the CORTEX District.[xii] The increased economic investment that is taking place in the vicinity of The Biome is likely to bring more families to surrounding neighborhoods.

No other public elementary school exists within a one-mile radius of The Biome, a distance that reaches across nearly five different zip codes. The closest charter school is located more than one-and-a-half miles away. Table 5 provides detailed information on the five public elementary schools closest to The Biome.

Table 5. Public Elementary Schools in The Biome Enrollment Zones 1 and 2

School Name	Zip	Distance from The Biome (miles)	Enrollment	% Prof. or Adv. in Math	% Prof. or Adv. in Com Arts	% F/R Lunch[xiii]
Washington Montessori	63113	1	327	16	26	84.2
Cole Elementary	63108	1.1	214	19	17	82.1
Cote Brilliante ES	63113	1.4	166	34	29	90.4
Hickey ES	63115	1.8	207	20	27	88.9
Adams ES	63110	2	283	24	17	94.4

Public schools within the immediate vicinity of The Biome and within Enrollment Zones 1 and 2 are underperforming academically and are predominately attended by children who come from low-income households. In keeping with our mission and the practical importance of serving students and families

who live near their elementary school, we believe it is best to focus on the neighborhoods and the respective populations that are most immediate to The Biome: zip codes 63108 and 63113.

These two zip codes include parts of the Central West End, Beckett Park, Fountain Park, and Grand Center neighborhoods, among others. A large variety of information is available from census tracts; however, we find it more significant and relevant to our target population search to limit this data to the two selected zip codes, as presented on the following pages in Tables 6, 7, 8, and 9.

Table 6: Total Population and Race in 63108 and 63113 Zip Codes

Zip Codes	**63108**		**63113**	
	Estimate	**Percent**	**Number**	**Percent**
Total Population	21,568	100.0%	13,167	100.0%
Under 5 years	605	2.8%	797	6.1%
5 to 9 years	480	2.2%	812	6.2%
Race and Ethnicity				
White	12,068	56.0%	430	3.3%
Black or African American	7,334	34.0%	12,736	96.7%
American Indian and Alaska native	156	0.7%	114	0.9%
Asian	2,286	10.6%	45	0.3%
Native Hawaiian and Other Pacific Islander	29	0.1%	11	0.1%
Some Other Race	191	0.9%	37	0.3%

Source: 2010 US Census

Table 7: Households by Type in 63108 and 63113 Zip Codes

Zip Codes	**63108**		**63113**	
Household by Type	**Estimate**	**Percent**	**Estimate**	**Percent**
Total households	10,841	100.0%	5,141	100.0%
Family households (families)	2,841	26.2%	2,764	53.7%
With own children under 18 years	1,002		1,345	
Married-couple family	1,659	58.4%	754	27.3%
With own children under 18 years	484		269	
Male householder, no wife present, family	327	11.5%	323	11.7%
With own children under 18 years	147		139	
Female householder, no husband present, family	855	30.1%	1,687	61.0%
With own children under 18 years	371		937	

Source: 2010 US Census

Table 8: Household Educational Attainment in the 63108 and 63113 Zip Codes				
Zip Codes	**63108**		**63113**	
Educational Attainment	**Estimate**	**Percent**	**Estimate**	**Percent**
Population 25 years and over	13,096	100.0%	7,867	100.0%
Less than 9th grade	301	2.3%	473	6.0%
9th to 12th grade, no diploma	1,091	8.3%	1,419	18.0%
High school graduate (includes equivalency)	2,057	15.7%	2,544	32.3%
Some college, no degree	2,197	16.8%	1,995	25.4%
Associate's degree	596	4.6%	448	5.7%
Bachelor's degree	3,108	23.7%	646	8.2%
Graduate or professional degree	3,746	28.6%	342	4.4%

Source: 2007-11 American Community Survey Estimates

Table 9: Households by Type in the 63108 and 63113 Zip Codes				
Zip Codes	**63108**		**63113**	
Income and Benefits (In 2011 Adjusted Dollars)	**Estimate**	**Percent**	**Estimate**	**Percent**
Total households	10,841	100.0%	5,141	100.0%
Less than $10,000	2,662	24.5%	965	18.8%
$10,000 to $14,999	768	7.1%	728	14.2%
$15,000 to $24,999	1,357	12.5%	923	17.9%
$25,000 to $34,999	1,118	10.3%	661	12.9%
$35,000 to $49,999	1,110	10.2%	697	13.6%
$50,000 to $74,999	1,112	10.3%	732	14.2%
$75,000 to $99,999	647	6.0%	201	3.9%
$100,000 to $149,000	1,133	10.5%	161	3.1%
$150,000 to $199,000	405	3.7%	73	1.4%
$200,000 or more	529	4.9%	0	0.0%
Median household income (dollars)	$30,012		$24,404	
Mean household income (dollars)	$61,490		$33,528	

Source: 2007-11 American Community Survey Estimates

Tables 6, 7, 8, and 9 display the differences in family composition, educational attainment, and income levels among residents in the 63108 and 63113 zip codes. Families in 63113 are predominately (over 60%) led by a single female with no husband present and have a mean household income of $33,528. Just over 18% of 63113 residents have an associate's degree or higher. In contrast to 63113, families in 63108 are more likely to be composed of a married couple family (58.4%) and have a mean household income of $61,490. Approximately 57% of 63108 residents have attained an associate's degree or higher, with 52.3% having attained a degree from a 4-year college.

Youth from underserved St. Louis communities, due to socio-economic challenges, often do not receive the creative learning opportunities and support they need to reach their true potential. Additionally, minorities, particularly African Americans, are significantly under-represented in career areas such as computer networking, medicine, engineering and sciences. Contributing factors include an inadequate educational foundation, lack of financial resources, and low awareness of STEAM-related careers. At The Biome, we expect to serve many of these children by targeting the 63113 zip code while valuing the

benefits that diversity can bring based on our geographic location in the 63108 zip code as well. Our school leaders and The Biome Board of Directors will review our enrollment outreach and Enrollment Zone policies on an annual basis to ensure that The Biome continues to serve a diverse student population that is representative of our neighborhood and the broader community. Our charter sponsor, UMSL will be actively involved to ensure that the enrollment plan/lottery is compliant with statutory requirements. Biome will offer a quality educational environment and experience that will nurture the educational, social, and emotional needs and development of all enrolled children.

A.6 Special Student Populations

The Biome will provide a free and appropriate education (FAPE) to all enrolled students. Specifically, The Biome will develop and adopt policies, procedures, and programs to ensure that all students (including those with Limited English Proficiency) identified for and requiring special education receive appropriate instructional and behavioral support, in accordance with federal and state laws.

The Biome's approach to serving all students and special student populations is to ensure that we create a safe and secure learning environment and train all classroom leaders and staff on the latest instructional strategies. High-quality instruction (i.e., differentiated, individualized, rigorous, and relevant) is expected of all of our classroom leaders and will be provided to all students. Our 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. The use of co-classroom leaders or the class-within-a-class method will be used to ensure that students with disabilities receive instruction in inclusive classrooms and are educated 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, The Biome will directly attend to the individualized needs of all students.

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

- The Biome 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 Biome Intervention Team: The Biome will formally convene an intervention team that is comprised of a classroom leader, a school administrator, and contracted support staff member (when necessary). By year three of operation, a school social worker will be hired 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 leaders 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 leaders, 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.

Special Education Referral Process: Parents, classroom leaders, administrators, and support staff can request that a child be evaluated for special education services at any time. If a parent requests that a child be evaluated, the parent must sign a consent form and be given a Notice of Action prior to the assessment. If a child is identified as having a disability, the IEP team will be convened within 30 days. The IEP team will consist of the special education classroom leader, the general education classroom leader, the Local Education Agency representative (LEA), parent or guardian and any other related personnel (therapists, counselors, etc). The IEP Team will create the IEP for the student and the special education classroom leader will work with general education classroom leaders and contracted therapists or specialists to ensure the accommodations and modifications are being met. Placement, or LRE, will be determined at this meeting. The IEP Team will meet at least once per year and the student will be re-evaluated at a minimum once every three years.

Administrative Family Visits: Administrative family visits will be used to determine if the student already has an Individualized Education Program (IEP) or 504 plan in place. The family visits, conducted primarily with students prior to entering kindergarten or first grade, will assist in determining whether the students will require ELL services or if the student is homeless. Until a social worker is hired, the Head of School will designate a staff person to serve as the homeless liaison. Services will be provided for students who are identified as homeless in accordance with the McKinney-Vento Homeless Assistance Act.

Staffing: A part-time special education classroom leader will be hired to handle the initial caseload the first two years with the position becoming full-time in year three. Miriam School & Learning Center or another special education provider will be contracted to provide occupational therapy, speech and language therapy, physical therapy and any other services that students may require through the IEP process. Miriam School employees will be part of the IEP and referral team when necessary. Miriam School or another contracted agency will serve as the school psychologist for IEP diagnostic purposes. General education classroom leaders will be trained on implementation techniques for IEPs.

Transportation: The Biome will contract with a local taxi cab service to provide transportation for students who require it, as detailed in the IEP.

Curriculum and Instruction: Classroom leaders will receive training on how to make accommodations and modifications to their curriculum and instruction to reach all types of learners. As classroom leaders develop project-based units and lessons, prospective instructional modifications and accommodations will be built into the curriculum, tested, and subsequently refined. Similarly, project-based units and lessons will be more flexible and provide classroom leaders 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: The Biome may enroll students who have limited English proficiency. To help identify any such students as early as possible, the primary language spoken at home will be identified on the student enrollment form. 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 under Title III, The Biome will notify the parent/guardian within the first 30 days of school or within the first two weeks of the student enrolling into The Biome, 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. A written "opt out" protocol for parents will be included in this notification which clearly explains the benefits of the Title III supplemental services.

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:

1. Listening and speaking English
2. Reading and comprehending academic English
3. Writing in English
4. Demonstrating English proficiency in academic subject areas

If ELL students are enrolled, the Biome will ensure that at least one classroom leader has English for Speakers of Other Languages (ESOL) certification. Content will be delivered in English with appropriate accommodations and modifications made to assist the student. Whenever required, The Biome will contract with an interpreting agency to translate for parents or guardians. The Biome believes in immersion for ELL learners so whenever possible, students will participate in the general education setting and the least restrictive environment.

McKinney-Vento Homeless Assistance Act Assurance: The Biome leadership will enact school policies and procedures in accordance to McKinney-Vento Homeless Assistance Act Assurance (42 U.S.C. 11431 et seq.). The Head of School will designate a homeless liaison to meet the needs of the school's homeless students until a school 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 Biome Board of Directors. The policy will include, but is not limited to, the following:

1. The process for identification of homeless students
2. Provisions of comparable services to homeless students
3. Dispute resolution procedures
4. Transportation accommodations
5. Outline enrollment/placement of homeless students in their school of origin versus the school of residency
6. Homeless liaison and their duties under McKinney-Vento and identification of designated staff
7. 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

At The Biome, our relentless approach to data-driven instruction and results-based decision making is consistent with a goal-oriented culture. We will set interim and annual goals in the following areas: academic achievement; school climate and culture; educator support; and family engagement. For each category, "rigorous but realistic" standards will be applied using multiple measures to ensure continuous improvement in each of these critical areas. Our school goals and objectives align with DESE's MSIP 5 guidelines, as well as meet the expectations of The Biome Board of Directors and our sponsor, University of Missouri St. Louis (UMSL).

Academic Achievement Targets: It is essential that, in finalizing academic goals for the school, expectations be aligned with the charter sponsor's accountability system and DESE's Annual Performance Review (APR) process. The following description of academic goals assumes that the current state accountability structure and system (MSIP 5) are in place through 2019-20. We understand that new state assessments may be in place before that time, and we would re-calibrate the school's academic achievement goals based on those new assessments as necessary. At The Biome, interim goals will be set at every grade level and school-wide, with annual goals being reported publicly school-wide. However, given that state MAP testing begins in Grade 3, it will be necessary to use formative and benchmark assessment data to set public accountability targets for grades K-2.

In the years prior to the first administration of Smarter-Balanced Assessments, UMSL will closely monitor student academic performance on The Biome's internal assessments (Aimsweb, Fountas & Pinnell). If school-wide student performance in math and reading indicate that students are growing at a rate significantly less than one year over an academic year, UMSL will require The Biome to develop a benchmarked academic achievement improvement plan for the following year that is monitored by UMSL.

At the end of year three (2018), if the Biome's Total MPI score in either ELA or Math falls within the range of 275 – 300, UMSL will request a benchmarked academic improvement plan specifically focused on how the school plans to improve student performance and UMSL will monitor execution of this plan. If at the end of the following year (2019) the Biome's Total MPI score remains within the 275 – 300 range, UMSL will place The Biome on probationary status and strongly consider the possibility of closure

at the end of the next school year. If at the end of the following year, (2019), the Biome's Total MPI score has dropped 12 points or greater from the 2018 score, UMSL will pace the Biome on probationary status and institute closure procedures.

If at the end of any year, the Biome's Total MPI score in either ELA or Math falls below 275, UMSL will place The Biome on probationary status and strongly consider the possibility of closure at the end of the next school year. The following outlines the annual academic achievement targets from 2015-16 through 2019-20, following students through their 5th grade year:

Table 10. The Biome End of Year Academic Achievement Targets for All Students (MSIP 5-Aligned)

	Measure	2016	2017	2018	2019	2020
1.1	Academic Achievement: MPI Score in ELA & Math			345	360	375
1.2	Subgroup Achievement: MPI Score in ELA & Math			345	360	375
1.7	% of Students Attending 90% of the time	90%	90%	90%	90%	90%
1.8	Overall APR					At least 70%

Upon enrollment in kindergarten and first grade, students at The Biome will be held to high standards and will be expected to achieve academically at rates that far exceed their peers in other public schools. Over 75% of The Biome student cohorts will be expected to achieve proficiency and beyond in core subjects within five years of enrollment (equivalent to an MPI score of over 375). The Biome's students will demonstrate that academic excellence will not be an exception, but the rule.

Student Promotion: Student promotion will be based upon student attainment of grade-specific benchmarks and goals related to the various assessment areas described in Section A3, Table 2. While formative and summative data will be used to monitor overall student progress, the data that will help classroom and school leaders determine promotion of individual students will primarily come from the Missouri Assessment Program, the Aims Web assessment, and the Fountas and Pinnell benchmark assessments. Classroom and school leaders will remain in constant communication with parents and students about academic progress and readiness for the next grade throughout the course of the academic year. Determination to promote or not to promote will be an informed decision made by a committee consisting of designated classroom leaders, school leaders, and the Head of School.

School Climate and Culture Targets: A critical component of successful schools emanates from establishing a consistent culture of high expectations and a climate characterized by safety and respect. A growing body of research is showing us that a high-quality school culture is critical to the success of urban charter schools.[xiv] Great schools require that every teacher believe that each student is capable of high achievement and that classroom practice is consistent with those beliefs. Furthermore, the Bill and Melinda Gates Foundation-funded *Measures of Effective Teaching* study recently concluded that "when students report positive classroom experiences, those classrooms tend to achieve greater learning gains."[xv] We believe in measuring what we value and intend to set rigorous goals using student perception data.

Every year, The Biome will administer a student perception survey using items from the Tripod Survey, an instrument developed by Dr. Ronald Ferguson at Harvard University. Collecting and using student perception data will provide school leaders with additional information needed to measure and improve school-wide instructional strategies on an annual basis. We will prioritize Tripod Survey items that correlate most strongly with student learning gains to ensure that items have been adapted for different grade levels if necessary (K-2 students have been able to respond to Tripod Survey questions with good reliability). A selection of sample school climate and culture items is presented in Table 11.

Table 11. Sample School Climate and Culture Survey Targets

Sample Culture and Climate Questions	% of Students who Agree
My teacher in this class makes me feel that s/he really cares about me	70%
Students in this class treat the teacher with respect	75%
My teacher has several good ways to explain each topic that we cover in this class	75%
My teacher explains difficult things clearly	75%
In this class, we learn a lot almost every day	75%
In this class, we learn to correct our mistakes	75%
I like the way we learn in this class	75%
My teacher respects my ideas and suggestions	70%
My teacher checks to make sure we understand what s/he is teaching us	80%
The comments that I get on my work help me understand how to improve	70%

Educator Support Targets: High-quality teaching is the single most important variable impacting student learning. Having high-quality classroom leaders throughout elementary school can substantially offset or even eliminate the disadvantage of socio-economic background.[xvi] In order to ensure alignment with DESE's Model Educator Evaluation System, each classroom leader will be evaluated using the Teacher Evaluation Protocol. We will report annual educator support targets including the following:

Table 12. The Biome Annual Educator Support Targets

Educator Support Target	Annual % of Classroom leaders who meet the target
% of classroom leaders whose AIS score[xvii] improves annually	90%
% of classroom leaders with improved AIS scores that are retained	90%

Parent Involvement: There is overwhelming evidence that parent involvement can make a significant difference in student achievement. The landmark *Westat* study[xviii] found that in schools where teachers reported high levels of outreach to the parents of low-achieving students, reading and math test scores grew at a rate 40 percent higher than in schools where teachers reported low levels of outreach. In order to ensure that parents are sufficiently active and engaged in their child's learning and school community,

The Biome will administer an annual survey that incorporates research-based items from the National Parenting Center, *Epstein's Model of Parent Engagement*, and other proven resources for collecting parent perception and participation data. Specifically, we will explore how, and to what extent, our annual family visits are influencing parents' perception of the school and the relationship between parents and school leaders and classroom leaders. While data from parents will be collected in an ongoing and formative basis, we will set goals according to other engagement criteria. Table 13 provides a sample of targets.

Table 13. Sample Annual Parent Engagement Survey Targets

Parent Engagement items	% of Parents who Agree
The school has high expectations for my child	85%
My child is learning what he or she needs to know to succeed in later grades	85%
The school clearly communicates the expectations for my child's learning to me and my child	85%
I am satisfied with the response I get when I contact my child's school with questions or concerns	85%
The school keeps me informed about my child's academic progress	85%
My child is safe at school	90%

Non-Cognitive Goal Areas: The emerging research around the importance of non-cognitive skills aligns well with essential features of our vision for the school. The Biome will set student-level and school-wide goals for each of the following skills and traits[xix]:

- Motivation
- Effort
- Self-regulated learning
- Self-efficacy
- Academic self-concept
- Antisocial and prosocial behavior
- Coping and resilience

Because this is an emerging field of research and various instruments are being developed around the country, The Biome will work with UMSL to determine which assessments and data collection methods are most aligned to the school values and can be aligned to other data collection efforts within the school (e.g., student perception survey, classroom observation rubrics, social-emotional learning assessments, etc.). Once the data collection process is established, The Biome will collect baseline data in fall 2015 and coordinate with the charter sponsor to establish rigorous and realistic annual non-cognitive targets.

A.8 School Climate and Discipline

The Biome's educational program is based on the foundation of a safe, positive, and respectful school climate for students and adults that cultivates learning, exploration, and continuous improvement. All discipline policies and procedures will be designed in compliance with Missouri Revised Statutes 160.261 and 168.071. Our discipline policy and use of positive behavioral interventions and supports will provide clear expectations, decision rules, and interventions for students and adults. The use of a house system and an ongoing mentoring program that includes student-to-student and adult-to-student relationships will establish and reinforce academic (e.g., STEAM and college-going) and relational expectations. Additionally, The Biome will employ a dress code for students to reduce distractions and the potential for bullying or other types of interactions that might disrupt teaching and learning.

Positive Behavioral Intervention and Supports: The Biome will proactively use the research-based and established Positive Behavioral Intervention and Supports (PBIS) program. PBIS provides a solid framework for identifying potential issues and providing positive supports on a case-by-case basis. Further, PBIS is fully compatible with The Biome's mission. As noted in section A.1, The Biome's approach to building a school one grade at a time, combined with strategies specifically designed so that classroom leaders know and understand the needs of every child (e.g., co-teaching opportunities, home visits, after-school programs), will be leveraged so that providing positive support is a part of our culture, rather than an artifact of a particular program. We expect that PBIS will provide a framework that will support our efforts to develop a safe and secure school climate focused on high academic expectations for all.

PBIS provides an established language and process for addressing discipline and behavioral issues that will be known and consistently used by all classroom and school leaders in the school. At the beginning of each school year, classroom and school leaders will review classroom and school rules and the expectations for behavior, including repercussions and rewards. Using the PBIS approach, it is expected that approximately 80% of the student population (Tier I) will follow required guidelines, with some reminders and positive reinforcements. About 15% of the students (Tier II) will require more structure and more positive reminders of rules. When students have difficulty fulfilling classroom and school behavioral expectations, they will be assisted by more frequent check-ins and support systems. Approximately 5% of the population may require an individualized behavior contract and structured supports in order to be successful in the school. Support for students needing additional attention will be addressed on a case-by-case basis by the classroom leader and school leaders, and may involve The Biome's intervention team, described in A.6.

House System: As the school expands into grade 3 and beyond, students will be randomly assigned to one of five houses that will consist of students across grade levels. The students will be placed in their house during the first week of school and will remain in that house during their time as a Biome student. The House System is not a classroom structure, but rather, an out-of-classroom system intended to develop leadership and positive school culture among the students. Appendix D includes a The Biome House System Informational Sheet Sample.

Mentoring Program: Each classroom leader and staff member will be responsible for mentoring a certain number of students each school year, and will continue to mentor the same students from year to year. The goals of the mentoring program are to develop more meaningful relationships with students

and families and to serve as a built-in mechanism for proactively identifying and addressing potential academic and behavior issues. Through daily "check-ins" and conversations, adult mentors may identify potential issues (e.g., personal issues or home issues) that can be addressed before they begin to affect a student's learning or behavior. Staff members will be trained on the practical use and practices of the mentoring program prior to the start of each school year. While there will be forms that the mentors will complete to record the formal meeting dates and times with the mentees, the program is intended to be more organic with many informal check-ins and friendly, casual exchanges.

Dress Code: Students who attend The Biome will be required to wear a uniform. That uniform will remain consistent throughout and show a personal pride in grooming and appearance for our students. Belts will be worn by all young men and sagging pants will not be tolerated. The length of all shorts and skirts will fall below the fingertips, and weather-appropriate clothing will be enforced.

School Discipline: A formal discipline policy will be co-developed by classroom and school leaders, and endorsed by The Biome Board of Directors. We feel that including classroom and school leaders in the development of the school's code of conduct and related policies, including the dress code, will establish buy-in and support. Subsequent to the development of The Biome's discipline policy, all staff members will attend professional development on school-wide discipline techniques and rules and consequences. Although PBIS will minimize discipline issues, The Biome will develop a robust discipline policy with clear policies for possible behavioral infractions.

The following provides an overview of The Biome's expected discipline policies.

In the Classroom: Classroom leaders will be expected to follow these steps in regards to minor disruptions in the classroom:

- Proximity
- Private verbal warning
- Private conversation
- Referral to the office (Head of School or other designated administrator)

Short-Term Suspension: In the event of one of the following actions occurring, students will be placed on short-term suspension from school. A short-term suspension may be anywhere from 1 to 4 days. The Head of School or designated school leader has the discretion to determine the number of days for the suspension period and whether the suspension should be served in school or out of school.

The following are all actions that may require a short-term suspension:

- Attempt to assault any student or staff member (including play-fighting)
- Abuse to school property or equipment or vandalism of school property causing minor damage
- Endanger the physical safety of another by the use of force or threats of force
- Repeated disruption of classroom activities despite multiple (e.g., more than two) direct interventions and conversations with parent or guardian
- Documented and repeated use of obscene or abusive language or gestures
- Failure to comply with classroom and school-wide rules and procedures

Long-Term Suspension or Expulsion: Students who commit any of the infractions below are subject to long-term suspension or expulsion at the discretion of the Head of School. A long-term suspension is five school days.

The following are all actions that may require a long-term suspension or expulsion:

- Physical abuse of a staff member or another student
- Continuous and persistent school and classroom disruption
- Possession or use of a weapon or drugs

Students who receive a short or long term suspension from school will be required to make up all missed work and assignments.

Disciplinary Actions for Students with IEPs: Students with IEPs will be held to the same behavioral standards as general education students. When students with IEPs require disciplinary action, the special education classroom leader, parent or guardian, and Head of School will work together to determine the student's appropriate consequence and that the action was or was not a result of the student's disability. Specifically, the IEP will help determine the correct action needed to be taken for each student on an individual basis. If it is determined that the action requiring disciplinary action was not a result of a child's disability, that student is subject to short or long term suspension at the Head of School's discretion. If a student with an IEP must be removed from school for more than ten cumulative days, a pattern of action must be determined. If there is no pattern, a student may serve a long-term suspension once a manifestation of determination occurs with the special education team and an appropriate location and services are provided for the student to advance in his or her IEP goals and curriculum.

B. Organizational Plan

B.1 Governing Body

The Biome, to 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 Biome Board of Directors. As a quasi-public governmental body, The Board will govern subject to the provisions of Missouri Revised Statutes sections 610.010 to 610.035 and other applicable state and federal laws. University of Missouri - St. Louis, serving as The Biome sponsor, will provide accountability and public oversight to ensure that The Biome's governing board maintains its independence to govern the school. UMSL will work with The Biome Board to avoid the appearance of improprieties between The Biome and all third-party relationships to include YLC. The Biome 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 Biome Board's autonomous responsibilities and powers include the following:

General Responsibilities: The Biome Board of Directors sets and enforces policy to ensure that The Biome operates in a manner consistent with its mission statement, charter, and duties as public servants in for the purposes set forth in Missouri Revised Statutes 105.450.

Manages Budget: The Biome Board of Directors is responsible for the developing the school's annual budget, and ensures that The Biome operates within that budget by implementing a procurement policy and reviewing school related expenditures monthly.

Board Meetings: The Biome Board of Directors convenes at least one regular monthly meeting to ensure that governance and financial responsibilities are addressed in an appropriate time. Additionally, the Board may convene work sessions as it deems appropriate. The Board is aware of their duty to conduct meetings and committee business in accordance with the Sunshine Policy subject to the provisions of Missouri Revised Statutes section 610.010.4. Additionally, the Board will adhere to provisions governing meeting notices, public records, email communications, and closed meeting records as defined in Missouri Revised Statutes sections 610.020, (610.010, 023, 024, 026), 610.025, (610.021 and 610.022) respectively.

School Calendar: The Biome Board of Directors establishes and approves the school calendar, including any modifications made during the school year.

Strategic Planning and Guidance: The Biome Board of Directors supports the development of and adherence to the mission, vision, and strategic direction, and oversees the charter application (including renewal).

Policies: The Biome Board is responsible for overseeing the establishment of policies that guide the creation of procedures for administrators.

Record Keeping and Reporting: The Biome Board is ultimately responsible for the maintenance of any records or documents required by law or provided for by the charter contract. Additionally, The Biome

Board is ultimately responsible for the timely filing of all reports required pursuant to local, state, and federal regulations.

Facility Acquisition/Possession: The Biome Board of Directors negotiates and approves contracts for the lease or purchase of The Biome's facilities, including any changes or renewals of the facility lease/purchase agreements, and shall establish any policies for facility use.

Legal and Ethical Integrity: The Biome Board of Directors adheres to the provisions of The Biome's Bylaws and Articles of Incorporation as well as the adherence to local, state and federal laws and regulations that apply to the school.

Governance Related Communication: The Biome Board of Directors effectively communicates with The Biome's authorizer and appropriate Department of Elementary and Secondary Education (DESE) officials regarding matters of school governance.

School Leadership: The Biome Board of Directors reaches consensus on the Head of School's job description and updates to that description. The Board undertakes a careful search process to find the most qualified individual and oversees and approves contract negotiation and renewal.

Staffing: The Board approves or disapproves all hiring and termination recommendations and approves all staff employment offers for the Biome.

Miscellaneous: The Board oversees the performance of matters appropriate and necessary to the safe and efficient operations of The Biome, and which promote The Biome's commitment to educational excellence.

In accordance with Missouri Revised Statutes section 160.405.5 (8) (a), The Biome has notified the St. Louis Public School District of this application. Upon approval from the Missouri Department of Elementary and Secondary Education, The Biome 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. Please see *Appendix E* for The Biome's Articles of Incorporation, Bylaws, and documentation of criminal background and Family Care Safety Registry check. The 501(c) (3) filing is in process.

Individuals of diverse backgrounds and relevant skill sets make up the composition of the existing board. 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. Upon approval of this application from DESE, the Board will abide by all state statutes regarding charter school governance, including related items contained in the following:

- 160.400 (Charter schools, defined)
- 160.405 (Proposed charter, how submitted, requirements)
- 610.010 to 610.030 (Sunshine Law)

B.2 Governing Board Composition

Board of Directors: The Biome 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. Drawing upon a diverse set of skills, experiences, and backgrounds, The Biome 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 Biome Board of Directors is ultimately responsible in supporting Head of School 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. We currently have five board members committed and will recruit a minimum of 10 members.

Board Development: As a condition of service, all members of the Board will be required to complete a minimum of 16 hours of initial board training. Upon the charter's approval, The Biome will join the Missouri School Board Association (MSBA) as an Associate Member. The Biome's Board of Directors will take part in the MSBA training for new board members and receive ongoing professional development utilizing MSBA and the Missouri Charter Public School Association as resources.

Sheretta Butler-Barnes: Director
An assistant professor at the George Warren Brown School of Social Work at Washington University in St. Louis. Prior to joining Brown's faculty, Dr. Butler-Barnes was a National Science Foundation Postdoctoral Fellow at the University of Michigan's School of Education affiliated with the Center for the Study of Black Youth in Context. During her fellowship, she conducted research on how individual-level factors connected to Black youths' cultural backgrounds (e.g., internal assets such as racial identity beliefs, religiosity) and ecological risk and resources (community violence, family and peer support) influence their achievement and psychological well-being outcomes.

Dr. Butler-Barnes is currently working as a principal investigator researching mathematic achievement among African American adolescent girls in diverse ecological contexts. Dr. Butler-Barnes earned her doctorate in developmental psychology from Wayne State University. She also holds a Master of Arts in psychology from Wayne State University and a Bachelor of Science from Michigan State University.

Jesse Dixon: Director
Mr. Dixon is an education policy consultant who assists states, districts, and schools with turnaround policy design and implementation. He currently serves as the special assistant to the Superintendent for the St. Louis Public Schools where he oversees district intervention in the eight lowest-performing schools as well as district-wide strategic planning efforts for rapidly improving student performance. For the past four years, Mr. Dixon has supported the Massachusetts Department of Elementary and Secondary Education in the development of the state's accountability and assistance system. He directed the launch and ongoing management of the state's Office of District and School Turnaround - an office managing the Race to the Top turnaround initiatives, School Improvement Grant program, and overall efforts to intervene in the state's most struggling schools and districts. Other clients Mr. Dixon has consulted with include the US Department of Education, Cleveland Metropolitan School District, University of

Missouri- St. Louis Charter School Office, Harvard Programs in Professional Education, Missouri Department of Elementary and Secondary Education, and the Illinois State Board of Education. Earlier in his career, Mr. Dixon worked as a chief of staff to members of the New York City Council, New York State Legislature, and Massachusetts State House of Representatives. Mr. Dixon earned his Master's in Education Policy and Management from the Harvard Graduate School of Education.

Liz Gibbons: Director

Liz Gibbons raised character education to new heights in the St. Louis metropolitan area during her tenure as Executive Director of Characterplus. Through her leadership, a program that had a solid foundation became the leading character education program in the United States. Her formula for success is simple – vision, passion and teamwork – a leader who gets the job done. She brings irresistible enthusiasm and well-tested leadership skills to every challenge, resulting in success not only in character education but also in a career that has involved government, sales and community involvement. Married, with two grown children, Liz continues to seek new challenges with singular commitment to the advancement and progress of all stakeholders.

James F. O'Donnell III: Director

Mr. O'Donnell is the Senior Partner of O'Donnell Capital Company LLC, a private equity and advisory firm which he founded in 2007. O'Donnell Capital invests in and purchases growing businesses; counsels middle-market businesses on capital strategy and business succession; and advises private equity fund managers. Mr. O'Donnell previously was head of Capital For Business (CFB), from which he retired after completing twenty years as Chairman and CEO, and twenty-four years with Commerce Bancshares, its affiliate. CFB specialized in venture capital, mezzanine, and leveraged buyout investments. Under Mr. O'Donnell's leadership, CFB closed over sixty transactions, specializing in manufacturing company investments in collaboration with their operating teams.

Currently, Mr. O'Donnell is the (part time) Chief Investment Officer of Regional Growth Capital (formerly The Business Development Fund), and the Saint Louis Private Fund, a collaboration of regional equity investment funds supported by the St. Louis County Economic Council, for financing the expansion and succession of small businesses. He has been an advisor in the formation and development of the funds since the 1994 inception.

Tim Houghton, Director:

Seasoned business owner and entrepreneur with broad experience in all aspects of buying, running, and selling a successful medium size business. Purchased, grew, and eventually sold a $12 million manufacturing company.

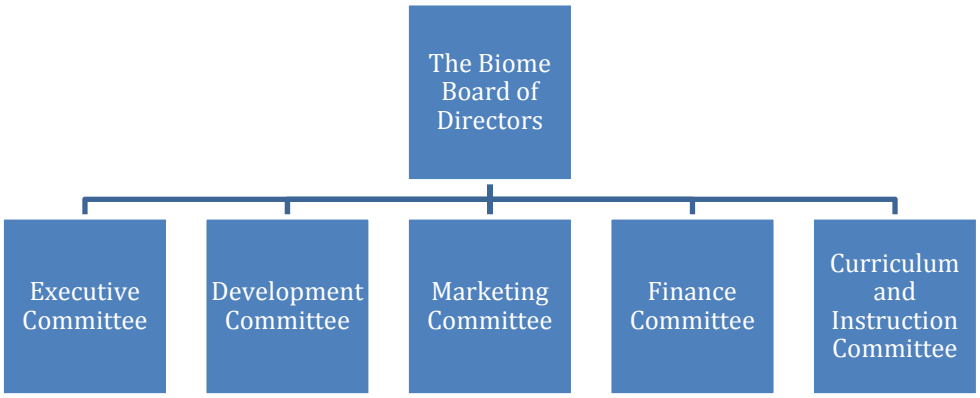
Tim has broad experience as a member of senior management at a Fortune 100 Company. Responsibilities included management of a multi-plant manufacturing network meeting rigorous quality and profitability requirements. Other responsibilities included strategic planning, growth management, and maintaining positive employee relations in both union and non-union environments.

Board of Directors' Roles and Responsibilities: The Board of Directors understands their duties and responsibilities as board members. In addition, the Board will continue to uphold its fiduciary and legal responsibilities to ensure that the mission of the school and its goals are met.

The Biome Board of Directors will meet a minimum of 12 times per year to carry out its fiduciary responsibility and review the school's academic and operational performance. The Board will adhere to the Sunshine Law when conducting board and committee meetings. The Board will exercise its authority over setting policy for operations and management designated to carry out operational duties. To successfully perform their duties as decision-making public servants, Board members will meet the following qualifications:

- Be in agreement with the mission, educational philosophy, discipline policy and administrative structure of The Biome and read The Biome's chartering documents
- Be familiar with the Biome's curriculum and understand the scope of the academic program.
- Attend at least two Parent/Teacher Organization meetings a year to show support and encouragement for this vital aspect of the school. The Biome's board members will not serve on the PTO Board
- Prior Board experience is helpful but not necessary; however, a high level of professionalism and a strong desire for the success of the school is expected. The motivation for serving on the board should be to help guarantee the educational success of students
- The Directors will conduct an annual self-evaluation. The Directors will discuss the necessary needs of improvement and set goals for the next year
- All Directors are required to support to fundraising activities
- All Directors are required to attend an annual board conference where the goals of the Board are defined and the Board's self-evaluation is discussed and critiqued
- The Directors will annually attend a "Board Visit Day" at the school. During this time, Directors will visit classrooms, talk with the staff and become familiar with current school concerns
- Directors should fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability
- Establish overall long and short term goals, objectives and priorities for The Biome in meeting the needs of the community
- All Directors are expected to be exemplary public relations representatives of the school.

Display 1. Board Structure

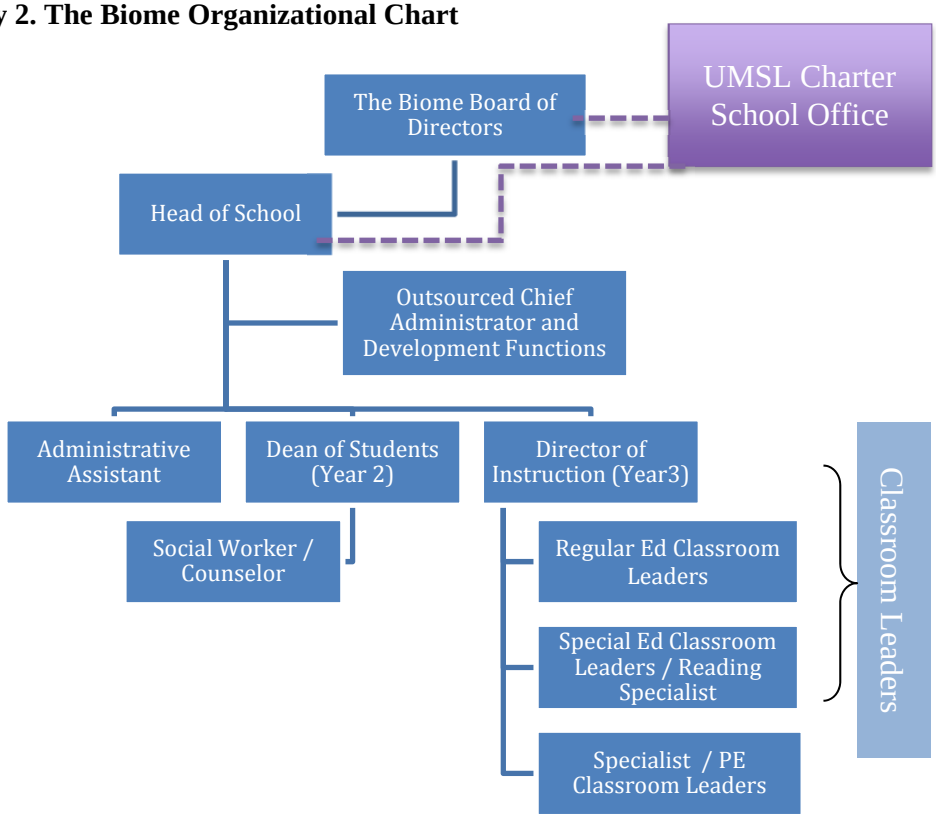


Board Committees will be chaired by a member of The Biome Board of Directors. Additional school board members and community volunteers will subsume the remaining committee slots.

B.3 Management and Operation

The Biome will employ individuals who support our philosophy and mission, are life-long learners, and are qualified to carry out their duties and responsibilities as leaders within the school. All employees of The Biome will undergo criminal background and Family Care Safety Registry checks, in accordance with Missouri Revised Statutes 160.408.11, as well as an annual drug screen.

Display 2. The Biome Organizational Chart



Board Officer Position Descriptions

Board Officer – Chair

The Board Chair will coordinate the work of the officers and committees to ensure that the objectives and goals of the school are met. S/he will lead all Executive Committee and general membership meetings and perform all duties as prescribed in the By-laws or assigned by the Board or by the Executive Committee.

Board Officer – Secretary
The Board Secretary will keep an accurate record of Board and Executive Committee meetings and serve as parliamentarian for both types of meetings. The Secretary will be responsible for overseeing the filing appropriate school and/or state documents as necessary.

Board Officer – Treasurer
The Board Treasurer will oversee the keeping of accurate records of school receipts and expenditures, and ensure that funds are paid out in accordance with the board-approved budget. The Treasurer will present a financial report at meetings and when requested by the Board.

Position Descriptions for Core School Staff

Head of School
The Head of School will manage the daily operation and administration of the school. The Head of School will provide leadership and oversight to the teaching staff and other school staff members. He or she will be responsible for implementing the goals, policies and procedures as written in the charter application and beyond. He or she will establish a culture of high expectations and rigor among staff members and students and their families. The Head of School will be responsible for driving curriculum development and integration of the STEAM fields within the curriculum. He or she will be the instructional leader of the school. The Head of School must have extensive knowledge about backwards design and have the ability to think critically and problem solve. He or she will be responsible for the school's compliance with all state and federal guidelines and regulations.

The Head of School will be responsible for building relationships with The Biome students and families. The Biome's culture will require a strong leader who is able to connect with individuals from many different backgrounds. The Head of School must have cultural competence and be relatable to the individuals that the school seeks to serve. He or she should have a proven background of working with individuals from the community and target population. The Head of School will also serve as the public figure of the school. He or she will be responsible for engaging with community members and other organizations.

The Head of School is to serve as the instructional leader to the teaching staff. He or she is responsible for the hiring and evaluation of staff members. He or she must establish a collaborative and positive working environment with the teaching staff. The Head of School is responsible for driving rigor and relevance in curriculum and in school culture, and in achieving the academic and socio-emotional goals of the school. The Head of School should have five plus years of exemplary teaching experience, administrative certification and experience as an administrator.

A Search Committee will be formed from The Biome Board of Directors, professionals and community members to conduct a thorough local and national search for the Head of School. A professional recruitment company may be used in addition to the search committee. The Search Committee will select viable, competitive candidates, and the final decision will be made by The Biome Board of Directors.

Chief Administrator
In order to meet budgetary constraints, the functions related to this position will be outsourced during year one of the school's existence. The Biome Board of Directors will analyze the school's related needs

on an annual basis to determine the appropriate time to internalize related functions by adding additional administrative staff. UMSL will work with The Biome Board to avoid the appearance of improprieties between The Biome and all third-party relationships. The position is responsible for assisting school leaders in the administration of purchasing, invoice payments, information technology, personnel, safety, finance, and accounting. This position also supports the school leadership in carrying out daily administrative duties and conducting research on complex personnel, organizational and managerial issues.

Overall, this position holds the responsibility of ensuring that The Biome Board of Directors and appointed staff leaders have effective financial tools and analysis to properly maintain the organization's financial sustainability, reporting requirements to UMSL and DESE, and to meet the academic promise made to The Biome's students.

Director of Development

In order to meet budgetary constraints, the functions related to this position will be outsourced during year one of the school's existence. The Biome Board of Directors will analyze the school's related needs on an annual basis to determine the appropriate time to internalize related functions by adding additional administrative staff. UMSL will work with The Biome Board to avoid the appearance of improprieties between The Biome and all third-party relationships. The position is responsible for the oversight and day-to-day management of the fundraising and grants related to the school. Overall, this position holds the responsibility of ensuring that the annual fund goals beyond public funding are met.

Dean of Students

The Dean of Students will be hired by the fourth year of The Biome's existence and assist with the growing student and family population of The Biome. The primary responsibility of the Dean of Students is to establish and maintain a positive school culture among the students, families and staff of The Biome. The Dean of Students will be responsible for meeting with families on a regular basis, working with classroom leaders to address classroom management or student discipline procedures within the school, and to assist the Head of School in other administrative tasks as necessary. The Dean of Students must have a minimum of three years of experience as an exemplary teacher with direct leadership roles. He or she must have the ability to communicate effectively with all members of The Biome community and must be culturally competent.

Director of Instruction

The Director of Instruction will be hired by the third year of The Biome's existence. This individual will be responsible for curriculum development and evaluation, assisting classroom leaders with continuous improvement within their own teaching, and ensuring The Biome's integration of the STEAM fields into all facets of the school. The Director of Instruction will ensure collaboration among the teaching staff and with the Head of School, and will conduct teacher evaluations. This individual will use data to drive continual improvement among the staff members at The Biome. The Director of Instruction must have five plus years of exemplary teaching experience with leadership roles. He or she must have knowledge and experience in writing and developing curriculum. This position requires that the individual be informed of best teaching practices and up-to-date on the latest assessment policies and procedures. The Director of Instruction must possess a current Missouri Teaching Certification, and a Master's Degree in Curriculum and Instruction is preferred.

Classroom Leaders

Classroom leaders have a crucial impact on student success; therefore, The Biome will hire classroom leaders who have a successful record of working with students from the school's target population. The Biome will target individuals who have a strong background in curriculum development or backwards planning, and who are creative and innovative thinkers in the classroom setting. Classroom leaders must have cultural competence, enabling them to interact effectively with others who may differ in cultural background, socio-economic status, etc. Classroom leaders at The Biome must have a strong desire to work in an innovative and STEAM-centered environment. The Biome classroom leaders will work collaboratively to develop curriculum from grade level to grade level and then constantly revise and improve upon that curriculum. Classroom leaders at The Biome will work to individualize instruction to maximize success for every child. The Biome classroom leaders must have a minimum of two years of successful teaching experience with data to prove their success, and Missouri Teaching Certification; a Master's Degree is preferred. Classroom Leaders should be competent in a Windows and Mac environment.

B.4 Staffing and Human Resources

The Biome will hire high-quality and innovative classroom leaders. The Biome will not employ classroom leaders whose certificate of license to teach has been revoked by the Missouri State Board of Education in accordance with Missouri Revised Statutes 168.071.

In year one of operation, The Biome will employ four regular classroom leaders, one part-time special education leader, and two part-time specialist leaders. The classroom leaders will all report to the Head of School during the first year of operation. The staffing numbers reflect a student to classroom leader ratio of 20:1 or less. In year two of operation, The Biome will add the Dean of Students, two additional classroom leaders, and a part-time reading specialist. In years three, four, and five, two classroom leaders will be added each year to support the growing enrollment and the addition of grade levels. At year five, a full-time physical education leader will be hired. The Director of Instruction will be hired at the start of year three in order to assist with management of staff, writing and revising of curriculum, professional development and continual learning for the staff. At that time, teaching staff will report directly to the Director of Instruction. As The Biome expands a grade each year, the student to classroom leader ratio will decrease. See the staffing plan below.

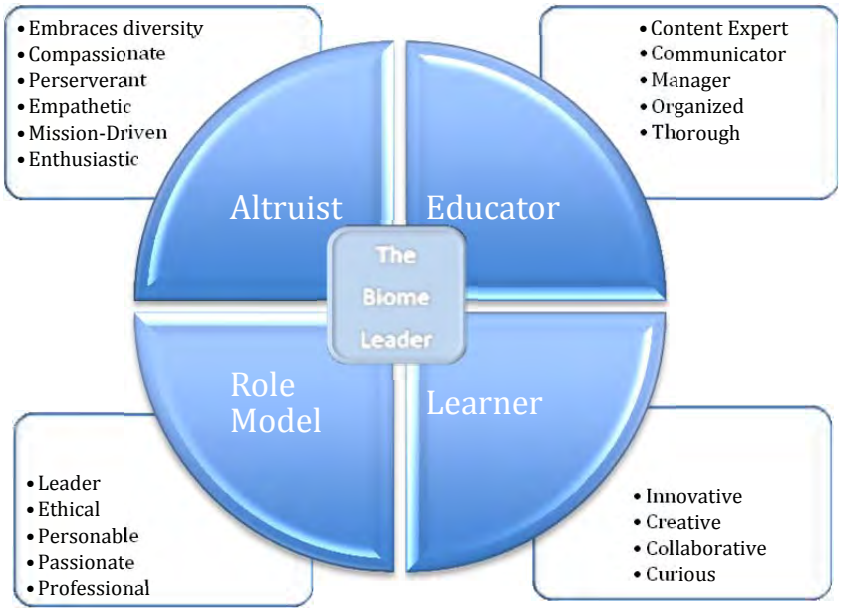
Table 14. Detailed Staffing Plan by Year					
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Enrollment:	80	112	140	166	189
Grades:	**K-1**	**K-2**	**K-3**	**K-4**	**K-5**
Head of School	1	1	1	1	1
Director of Instruction	0	0	1	1	1
Dean of Students	0	0	0	1	1
Administrative Assistant	1	1	1	1	1
Regular Ed Leader	4	6	8	10	12
Special Ed Leader	.5	.5	1	1	1
Reading Specialist	0	.5	1	1	1
Physical Education Leader	0	0	0	0	1
Specialist Leader #1	.5	.5	.5	1	1
Specialist Leader #2	.5	.5	.5	1	1
Social Worker/Counselor	0	0	0	1	1

A Biome classroom leader is no ordinary teacher. While recruiting and hiring classroom leaders, we will utilize The Big Five Personality Dimensions and Teach For America's *Teaching as Leadership Framework* as guides to identifying the traits and skills necessary to be a successful classroom leader at The Biome. The six traits that The Biome will seek to identify in quality candidates are: Setting big goals; Investing students and those important to them in working hard to achieve those big goals; planning purposefully; executing effectively; continually increasing effectiveness; and working relentlessly. Along with Teach for America's framework, The Biome will look to hire classroom leaders who:

- Are on forefront of utilizing technology in the classroom
- Are Innovative and creative thinkers
- Are continual learners
- Work collaboratively with colleagues for the betterment of students
- Build relationships with students and families

The Biome will identify classroom leaders who are aligned with the mission and vision of the school. Classroom leader candidates will participate in a rigorous application process that includes interviews with The Biome's leadership team, performance tasks, and personality trait assessments. This process will help to determine whether candidates fit within The Biome's Classroom-Leader Profile.

Display 3. Sample Biome Classroom Leader Profile Image



The Biome will also utilize this framework as a guide for formal evaluations which will be conducted twice throughout the school year. Informal observations and classroom walk-throughs will occur on a more frequent basis. The Head of School will also use mid and end-of-year surveys from parents and students to guide debriefs after observations. If classroom leaders are not meeting or exceeding required goals set forth at the beginning of the school year, an improvement plan will be set in place to give extra support and resources to the classroom leader in whichever area he or she is struggling. The Head of School will evaluate the Director of Instruction and the Dean of Students.

The Biome will recruit classroom leaders in several ways. Through a partnership with Teach For America, The Biome will utilize their alumni database to post available positions. Classroom leader positions will also be shared with graduate-level education programs at the local universities, and will be posted to MyEdMatch.com and MOREAP.net. The Biome will invest heavily in recruitment of high-quality candidates from diverse backgrounds by utilizing print and Internet advertising, email campaigns, attending job fairs and holding open houses for potential candidates. A high-quality candidate will have two or more years of successful classroom experience, a current Missouri Teaching Certificate, a proven record of continual learning through professional development or education, and a successful history holding leadership roles or positions.

The Biome will retain high-quality, effective classroom leaders by offering full benefits and salary increases after each year of service as well as offering additional compensation based on performance. The Biome will develop a fair and judicial system of compensating classroom leaders based on a number of factors including but not limited to teacher evaluations and student test scores. Other factors including student and parent satisfaction surveys may also be included. A weighted system will be developed prior to the opening of the school year. Classroom leaders will also receive exceptional professional development. Dollars have been allocated within The Biome's budget support professional development.

B.5 Student Recruitment and Enrollment

Marketing/Recruitment: Recruitment of The Biome students to enter kindergarten and first grade in fall 2015 will begin as early as September 2014, with enrollment officially beginning in October 2014. Interested families will be invited via phone call and mailers to visit the school to learn more about The Biome.

The following sample marketing methods may be employed (time frame in parentheses is when activities are projected to start):

- Launch school website and social media pages (Face Book, Twitter, blog, etc.) (Fall 2014)
- Phone calls and mailers sent to community members and supporters (Fall 2014)
- Place ads in local media (Fall/Winter 2014)
- Informational meetings/school tours/online open house (Fall/Winter 2014)
- Host a mascot design competition (Fall/Winter 2014)
- Present to early childhood centers within our targeted zone (Fall/Winter 2014)
- Announcements at neighborhood meetings within the enrollment zones (Fall/Winter 2014, Spring 2015)
- Door-to-door canvassing in surrounding neighborhoods (Spring 2015)
- Present and continue presentations at early childhood centers/community/church events (Spring/Summer 2015)

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. Opportunities such as a city-wide competition to develop a design for a school mascot, virtual tours, and participation of children, families, and school staff on The Biome social media sites will help excite the public about the school and its focus on STEAM education. The Biome is contracted with Elasticity, a local marketing firm, to launch the school website and marketing efforts during the late summer of 2014.

Student Enrollment: As mentioned previously, The Biome will be open to all students residing St. Louis City, however marketing will be targeted according to enrollment zones:

- First Open Enrollment - Enrollment Zone 1 (October 1, 2014 – December 31, 2014) - The Biome will work to ensure that applications are received from the 63108 and 63113 zip codes
    - Enrollment is expected to be at 50% by the end of the first open enrollment period.
- Second Open Enrollment - Enrollment Zone 2 (January 26, 2015 – March 6, 2015) - The Biome will work to enroll students from the secondary target neighborhoods (63103, 63106, 63107, 63110, 63112, 63115, and 63120 zip codes) in addition to continuing focus on the Enrollment Zone 1 areas
    - Enrollment is expected to be at 80% by the end of the second enrollment period
- Third Enrollment Period - Enrollment Zone 3 (April 6, 2015 – May 29, 2015) - students coming from areas beyond Enrollment Zones 1 and 2 will be targeted
    - Enrollment is expected to be at 100% by the end of the third open enrollment period

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

- First Open Enrollment - Enrollment Zone 1 & 2 (January 26, 2015 – March 6, 2015) - The Biome will work to enroll students from the secondary target neighborhoods (63108, 63113, 63103, 63106, 63107, 63110, 63112, 63115, and 63120 zip codes)
    - Enrollment is expected to be at 80% by the end of the second enrollment period
- Second Open Enrollment Period - Enrollment Zone 3 (April 6, 2015 – June 1, 2015) - students coming from areas beyond Enrollment Zones 1 and 2 will be targeted
    - Enrollment is expected to be at 100% by the end of the third open enrollment period

Targeting these diverse enrollment zones while giving geographic preference to the 63108 and 63113 zip codes is in accordance with Missouri Revised Statutes 160.410.2(1).

Table 15: Number of The Biome – eligible children in 63108 and 63113 Zip Codes

Zip Codes	63108		63113		
	Number	**Percent**	**Number**	**Percent**	
Total Population	21,568	100.0%	13,167	100.0%	**Total Population under 5 years of age**
Under 5 years	605	2.8%	797	6.1%	1,402

According to demographic information presented by the American Community Survey, just over 1,400 children in the 63108 and 63113 zip codes will be in the eligible age range for enrollment into kindergarten and first grade at The Biome during the inaugural year. Because of the development and investment occurring in and around the Central West End neighborhood (e.g., CORTEX biomedical district), we have reason to believe that more families will be moving into our enrollment zones, thereby increasing the pool of children from which The Biome will recruit.

Other Priority Areas: While there will be no guarantee that siblings will be accepted and enrolled concurrently upon initial submission of The Biome School Application, priority will be considered for siblings of students who are already enrolled, assuming, grade levels are available.

As student positions are filled from year to year at The Biome, enrollment priority will be extended to the siblings of students enrolled at The Biome. Siblings of The Biome students must live at the same address and share at least one biological parent or legal guardian. Similarly, children of The Biome staff members will also receive priority in the enrollment process, assuming that they reside within the St. Louis Public School District. These priority areas are in congruence with Missouri Revised Statutes 160.410.

The Biome 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 qualifications of the students and other nondiscriminatory factors.

Application Process: In addition to completing The Biome hard-copy or online application form, parents/guardians of potential students of the school must agree to an introductory meeting with a staff person (e.g., Head of School) 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. Once the student is officially enrolled, s/he will complete a brief kindergarten or first grade readiness assessment which will be used to help The Biome classroom leaders 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 (80), a random admissions lottery will be held in accordance with Missouri Revised Statutes 160.410. Family orientation meetings will be scheduled for July 2015, upon parent/guardian acceptance of school admission.

Enrollment/Admissions Timeline[xx]

- Parent/Student meetings with school leaders (through May 2015)
- Conduct lottery/send first offer or waitlist letters if necessary (May 2015)
- Send enrollment packets to families (sent upon enrollment through May 2015)
- Acceptance event; ongoing admissions/enrollment if necessary (June 2015)
- Families complete all necessary student forms and submit all necessary records (June 2015)
- Enrolled students complete diagnostic assessments (June 2015)
- Reconfirm student enrollment (July/August 2015)
- Family Orientation Meetings (July/August 2015)

The Biome will open in the 2015-16 school year with a maximum capacity of 40 students in kindergarten and 40 students in first grade. We are projecting for an annual cumulative attrition between 5% and 12%, which would be partially offset by the enrollment of new kindergarteners each year, as well as by siblings of The Biome students who will receive preferential enrollment into higher grades as they become available. By the beginning of the 2019-2020 school year, we expect to have roughly 222 students fully enrolled in The Biome.

Table 16: The Biome Anticipated Enrollment through 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20
K	40	40	40	40	40
1st	40	40	40	40	40
2nd		35	36	37	38
3rd			34	37	38
4th				36	36
5th					30
Total	80	115	150	190	222

B.6. Parent, Community, and Educator Involvement

Parents, community members, and educators will be active participants and partners in the development of The Biome. As noted in Section A.1., The Biome will use the opportunity to create a school one grade at a time to ensure that parents, community members and classroom and school leaders work together to develop a community-based and welcoming school. The Biome will be seen as part of a robust center of activity that goes beyond traditional schooling; a place where parents and community members are intentionally involved in the development of the school and have multiple opportunities for involvement. Parents and community members will be invited to participate in annual focus groups held during each school year. A home-school excellence contract will provide mutual accountability for all parties. Students will share their progress through student-led conferences with parents. The broader community, including local businesses and non-profits, will be invited to serve on panels for the portfolio and final project presentations that students will present each year. Our building will provide dedicated space and a welcoming environment for quarterly parental education seminars, forums, and workshops. Additionally, administrative family visits will be made annually to the parents and guardians of all incoming students, prior to the start of the school year. The following provides additional detail on how parents, community members, and educators will help us to actualize our vision and mission.

Active and engaged parental involvement is the heart of a successful school. The Biome 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.

Epstein's Model of School, Family, and Community Partnerships[xxi] will frame the relevant strategies for parental involvement. The widely cited model includes the following six types of school-family-community partnerships: 1) basic obligations of families; 2) basic obligations of schools; 3) involvement at school; 4) involvement in learning activities at home; 5) involvement in decision making, governance, and advocacy; and 6) collaboration and exchanges with community organizations. In addition, The Biome will employ the following strategies to ensure that parents are active participants:

1. ***Focus Groups*** – Parent focus 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. Because The Biome seeks to serve children of diverse backgrounds, hosting informal discussions with parents will provide staff with an idea of how different parents can become involved beyond their basic obligations in the home. In Epstein's model, conducting focus groups with parents constitutes a basic obligation of schools.
2. ***Home-School Promise/Commitment to Excellence Contract*** – This promise 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. For instance, YES Preparatory Schools in Houston, Texas require parents to sign a Commitment to Excellence Contract at the beginning of the academic year. Similarly, the Office of Family & Student Engagement of Boston Public Schools requires all of its schools to develop a Home-School Compact.

3. ***Parent-Teacher and Student-Led 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 Biome will use a mix of traditional parent-teacher conferences and student-led conferences, in which students present their work (as organized in their portfolio of work) to parents and the classroom leader. The goal of the meeting is to share and celebrate student success, jointly identify areas of improvement, and devise a plan for continued success.
4. ***Kids as Teachers (KAT) Day –*** On a quarterly basis, parents will be invited into the classroom for KAT Day to be taught by their children. Classroom leaders of primary grades will have structured, hands-on lessons prepared for their students to take the lead on as their parents watch, learn, and participate. Adopted by excellent schools such as the Village School in Naples, Florida, this practice of holding periodic KAT Days helps parents engage as partners with classroom leaders in their child's learning, and allows them to stay abreast of the topics and skills their children are working on at The Biome. The students benefit by proudly displaying their knowledge and skills to their parents in a fun, intimidation-free atmosphere.
5. ***Volunteerism*** – Many of The Biome's activities, such as class projects, field trips, class displays and concerts, and the annual student portfolio and final project presentation will require significant support from parents and community members. The Biome will use these academic and out-of-school opportunities to leverage parental participation and demonstrate that parents and community members are integral parts of the school community. As part of the enrollment process, The Biome will request that 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.
6. ***Parent Volunteer Organizations*** – As The Biome expands we will formalize parent involvement by forming a parent-operated committee with the mission of financially sustaining the school through fundraising activities. 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.
7. ***Quarterly Parental Education Seminars, Forums, Webinars, and/or Workshops*** – To increase parents' efficacy and role in promoting students' healthy development and academic achievement, The Biome will convene quarterly parental education workshops or forums facilitated by in-house or external experts on topics such as child development and health, parenting, life skills, and navigating the high school application process. Topics will be chosen based on parent feedback.
8. ***Annual Family Homework Night –*** In addition to hosting educational seminars and forums, The Biome will host an annual Family Homework/Dinner Night, which will be an evening for parents to engage with their children, other parents and Biome 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 The Biome will establish early on. Modeled after Manzano Mesa Elementary School's Homework Dinner program in Albuquerque, New Mexico, The Biome will provide a healthy home-style dinner for parents and students while parents learn effective practices as they help their children with homework.
9. ***Satisfaction Surveys*** – To provide parents with an opportunity to evaluate operations of the school and how well staff fulfilled the mission and vision, The Biome will administer an annual

survey that incorporates research-based items from the Tripod assessment, National Parenting Center, Epstein's Model of Parent Engagement, and other proven resources for collecting parent perception and participation data. Parent engagement targets are detailed in section A.7

Parental participation will be tracked by The Biome classroom and school leaders who will continuously monitor which opportunities appear to draw more parents to be involved within the school and with their child's education.

Community involvement is crucial and will serve as the glue and catalyst that drive The Biome's STEAM-based approach to teaching and learning. Students will "push out" into the local community, working with local businesses and universities as part of annual projects, or as part of individual and customized academic projects. The planned curriculum will include specific and age-appropriate projects, including service-learning activities, for students in each grade level. In addition to students "pushing out" into the community through service-learning or project-based activities, The Biome will leverage its location and existing partnerships to invite community leaders and businesses to "push in" to the school and classroom, holding exhibitions, providing training and lectures on current, state-of-the-art innovations, and holding mock job fairs for our students in the upper grades. The annual portfolio and project presentations will provide a formal opportunity for community involvement, as students in grades 6 through 8 will be required to secure a community leader to serve on the panel of his or her portfolio presentation.

The educational and classroom leaders in The Biome represent the organizational culture and tools needed to accelerate learning among our students, in our school and in the community. It is imperative that The Biome creates an environment in which classroom leaders are recognized and considered an integral part of the success of the school. The Biome recognizes that classroom leader expertise must be fostered and our school will be a place where the voice of the classroom leader, as a respected educational professional, will be heard, cultivated, and appreciated.

Classroom leaders will be formally recognized, in the school and in the community, for excellence in the classroom. The recognition process will be determined by school leaders and Board of Directors and may include individual and school-based performance incentives.

The Biome anticipates hiring top-quality classroom leaders. Our classroom leaders will assume multiple roles, ranging from that of a traditional classroom teacher to leaders with expertise to be shared with colleagues. Each of our classroom leaders will have specific areas of expertise and ways to contribute to the overall improvement of the school, above and beyond providing quality instruction in the classroom. Similarly, classroom leaders will have ongoing opportunities to hone their craft as leaders in the school and the classroom. The Biome will ensure that all classroom leaders receive appropriate support in reaching their full potential, providing customized professional development based on need and interest, all in alignment with overall school goals and students' needs.

Ongoing professional development sessions will take place during early release Fridays, held twice a month. Initially, these sessions will be driven by school-wide priorities. As The Biome becomes more established, early release Fridays will provide classroom leaders with options related to the specific area(s) on which they desire to work. Professional development will be aligned with the school's mission and vision while providing classroom leaders with voice and flexibility in which area(s) they receive

additional assistance. Overall, these sessions will ensure classroom leaders' continued growth and development.

Job-embedded professional development will occur during daily common planning time sessions, inclusive of all classroom leaders and grade levels. Common planning time provides dedicated time and space for classroom leaders to continuously refine and adjust their instruction and practices, in response to inevitable shifts in students' needs. As described in A.1., A.2., and A.3, the use of individual and common planning time by classroom leaders is a crucial aspect of The Biome's approach to continuous improvement.

The above suggestions are consistent with the vision of cultivating a productive, thriving and sustainable community in which students are able to grow. Recognizing classroom leaders for their commitment and work, providing opportunities for ongoing professional development, and assessing and implementing best practices for curriculum are integral parts of ensuring this environment thrives.

C. Business Plan

C.1 Budget

The Biome will operate under the direction of The Biome Board of Directors and independently from YLC, although the two entities will share the same physical space. The Biome Board of Directors will determine if any management, administrative, or operating assistance is contracted from YLC or other qualified entities. The building in which The Biome will operate is the same building that YLC has privately owned since 2003, debt free and fully established. Under a lease agreement executed by The Biome Board of Directors, operating and maintenance costs for this building will be allocated to The Biome on a pro-rata basis. UMSL will provide public oversight by reviewing any lease agreements between The Biome and any third-party vendors as specified within the organization's procurement policy (**See Appendix L**). Any lease agreements will be reviewed annually by The Biome Board of Directors and UMSL to ensure that the expenses related to facility use can be modified if required. Access to an established physical plant will reduce the start-up costs for The Biome for items such as furniture, computer hardware and software, and other technology items.

In order to meet budgetary constraints, financial, operations, and fundraising functions may be outsourced during year one of the school's existence. The Biome Board of Directors will analyze the school's related needs, as required, to determine the appropriate time to internalize related functions by adding additional administrative staff.

The Biome 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.

While fundraising is not part of the official school budget, The Biome Board of Directors is aware of the need to raise additional funds in the form of grants or donations. Funds raised in this manner will be spent in a variety of ways such as but not limited to:

- Hiring of a part-time or full-time Reading Specialist
- Hiring of a full-time Special Education Leader
- Performance pay for classroom leaders and staff
- Upgrading technology equipment and software
- Development of integrated curriculum

The Biome plans on hiring highly qualified and experienced classroom leaders and the expenses for classroom leader salaries and benefits within the budget reflect that philosophy. The Biome maintains that recruitment and retention of high-caliber classroom leaders warrants compensation that reflects expectations of continual professional growth. A 3% increase in wages is built into the budget for each school year for returning classroom leaders. The Biome will explore utilizing e-books instead of or in addition to textbooks which may save a substantial amount of money from purchasing textbooks that would have to be replaced after time.

A projected 5-year budget and a year one cash flow analysis are provided in Appendix F.

C.2 Financial Management

The Biome will be registered as a Missouri non-profit corporation, operating within the regulations pursuant to Missouri Revised Statutes section 355. The Biome will receive strategic direction, fiduciary oversight, and governance from The Biome Board of Directors.

The Biome 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, UMSL, 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

The Biome will not be operated for the benefit of any affiliated or unaffiliated entity or individual board member or staff member. The Biome Board of Directors will create and enforce a conflict of interest policy meeting the standards set forth in applicable state laws.

The Biome Board of Directors will ensure that the proper resources to provide the necessary financial and operational oversight for The Biome 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 Biome's LEA status. Further, all financial reports, including annual budgets, forecasts, monthly financial statements and annual reports will be prepared on a timely basis.

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

The Biome 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, staff, and classroom leaders against tort claims. The required insurance coverage will be reviewed annually and updated and improved when necessary and prudent.

The Biome 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 Biome Board of Directors believes that the school's facilities should be reflective of our educational philosophy and a source of pride to the children and community we serve. This core belief is demonstrated in the design, construction, and maintenance of the facility which will house the inaugural classes of The Biome.

Facility Needs Years 1 – 2

The Youth Learning Center, constructed in 2003, is a 15,500 square foot state-of-the-art facility located at 4471 Olive Street, St. Louis, MO, 63108. The facility features six classrooms, a large multi-purpose space, and gymnasium. The entire facility features wireless Internet connectivity to support current and future technology integration. Each classroom contains smart boards and projectors. The facility's design is an essential component of the plan to implement The Biome's educational philosophy and core tenets, or mechanisms, through which we will actualize our vision. The facility, in its current configuration, will meet the needs of students and classroom leaders through the 2016 – 2017 school year (approximately 115 students).

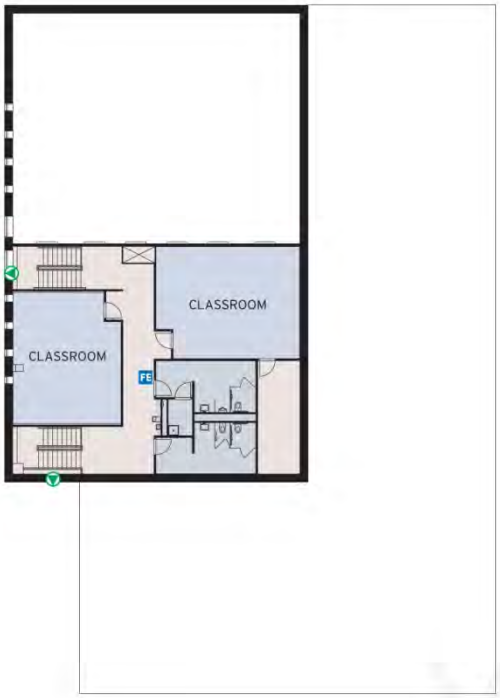
We are currently creating a master plan to determine if the current property will support a build-out of the additional academic and administrative space to support the school's K-8 population. Additionally, a transition plan to relocate the current YLC programs out of the current facility is under development, leaving The Biome School as the sole occupant.

There is currently no debt or facility-related debts to be serviced by The Biome. The current facility represents a considerable benefit to The Biome and eliminates the additional burden of financing facilities or significant renovation during the start-up phase of the school.

The facility currently meets the Fire Code Compliance and Safety and Health requirements for the City of St. Louis. These requirements will be maintained through the opening of the school and in subsequent years. Video cameras and a door release system are in place and demonstrate a concerted effort to provide a safe learning environment for children. Other benefits include secure parking for staff and visitors, full ADA compliance and a safe and secure recreational green space. (See figures 1 and 2)

Figure 1 – First Floor Plan

Figure 2 – Second Floor Plan



Facility Needs Years 3 – 5

To future facility needs, The Biome is currently conducting a feasibility study to consider reconfiguring the current floor plan and adding to the building's footprint. A portion of green space directly east of the facility may be used in this capacity. An additional seven classrooms and administrative space will be required to meet the needs of the students and staff through the first five years of operation.

Budget Alignment

Budget assumptions related to facility operations were derived from historical financial information over the past 10 years. Facility operational cost was calculated as approximately 50% of the total operations cost for the facility. The estimated budgeted allocation of facilities to total expenditures represent 6.6 % in year one of operations and 4.9% in year five of operations. The estimated budgeted allocation of facilities cost to total revenue are 6.3% and 4.4% for years one and five, respectively.

C.4 Transportation

The Biome will not provide transportation to its general student population of students. The Biome will contract with a local taxi cab service to provide transportation for students with special needs who require transportation, as reported in their IEP. Additionally, The Biome 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 of the nature of Enrollment Zone priorities, we expect that the majority of students will come from surrounding neighborhoods within the 63108 and 63113 zip codes, 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.

Due to the central location of the school, another viable transportation option may be for parents to accompany their children using the city's Metro Transit system. The Biome is one block away from a MetroBus stop, and less than 1.5 miles away from the nearest MetroLink train station stop.

C.5 Insurance

The Biome will maintain a comprehensive insurance program and work extensively with a local insurance broker to ensure that all required coverage is in place and that all premiums are competitively priced. The proposed school budget includes expenditures for the required insurance coverage including all areas required for the school.

Table 17. The Biome School Insurance Requirements

Required Insurance Coverage
Directors' and Officers' Liability
Commercial General Comprehensive Liability (which expressly covers corporal punishment and athletic participation)
Educators' Legal Liability
Employment Practices Liability
Sexual Abuse Liability
Automobile Liability
Excess Liability / Umbrella
Workers Compensation Liability
Surety Bond for School CFO
Blanket Employee Dishonesty - $25,000

C.6 Closing Procedures

The Board of Directors and staff of The Biome understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. If closure of The Biome is determined necessary, for any reason, The Biome'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 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 Biome's Head of School is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. The Biome's Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants.

In the event that The Biome does not meet the performance and organizational requirements of its performance contract with its sponsor, the University of Missouri - St. Louis, 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 The Biome in accordance with the articles of incorporation of The Biome and the Missouri Nonprofit Corporation Act.

Endnotes

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Please note that some Appendices are not in 11 or greater font because they are provided by external organizations and are stored as PDF documents.

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Collaborative Instructional Review - Classroom Visitation Rubric for Rigor

Evidence of Rigor	Beginning	Developing	Meeting	Exceeding
Thoughtful Work	Student work is easy, usually only requiring a single correct answer.	Student work occasionally requires extended time to complete, stretches student learning, and requires use of prior knowledge.	Student work requires extensive use of prior knowledge, is frequently creative and original, and requires students to reflect and revise for improved quality.	Student work requires extensive creativity, originality, design, or adaptation.
High-Level Thinking .	Student work requires simple recall of knowledge.	Student work requires explanation and understanding of knowledge and/or limited application. Students occasionally use higher order thinking skills.	Students demonstrate higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students evaluate their own work and identify steps to improve it.	Students routinely use higher order thinking skills, such as evaluation, synthesis, creativity, and analysis. Students skillfully evaluate their own work and the work of others.
Oral Extended Student Responses	Students' oral responses demonstrate simple recall and basic understanding of knowledge as evidenced by single word responses or recital of facts.	Students' oral responses demonstrate comprehension by explaining information in their own words, and occasionally expressing original ideas and opinions. Students participate in discussions with peer groups.	Students' oral responses demonstrate an ability to extend and refine knowledge automatically, to solve problems routinely, and to create unique solutions. Students are able to facilitate class discussions.	Students' oral responses demonstrate logical thinking about complex problems, and the ability to apply prior knowledge and skills when confronted with perplexing unknowns. Students are skillful in discussions with peers and adults.

Collaborative Instructional Review - Classroom Visitation Rubric for Relevance

Evidence of Relevance	Beginning	Developing	Meeting	Exceeding
Meaningful Work	Student work is routine and highly structured, reflects knowledge in one discipline, and usually requires the memorization of facts and formulas or an assessment of content knowledge.	Student work is structured, reflects a basic application of knowledge, and occasionally, interdisciplinary applications. Students practice using the steps in a procedure and previous knowledge to solve problems and create solutions.	Student has choices for work that is challenging, often original, reflects application of knowledge, and requires performance, consistent with real-world applications.	Student work reflects real-world unpredictable applications of knowledge that have unknown factors, and individual and unique solutions to problems.
Authentic Resources	Students rely on the teacher as their primary resource to complete work.	Students use and rely on the teacher as their primary resource but also use textbooks, references, and secondary reading material to complete work.	Students use real-world resources such as manuals, tools, technology, primary source documents, and/or interviews to complete work.	Students select and use multiple real-world resources, as well as new or unique resources, perhaps unknown to teacher.
Learning Connections	Students see learning only as a school requirement unrelated to their future or their outside lives.	Students begin to see connections between their learning and their lives as it relates to personal examples and applications to solve problems.	Students see connections between what they are learning and their lives, and can make links to real-world applications.	Students are committed to the learning experience as something that is an essential part of meeting their future goals and life aspirations.

Collaborative Instructional Review - Classroom Visitation Rubric for Learner Engagement

Evidence of Learner Engagement	Beginning	Developing	Meeting	Exceeding
Verbal Participation	Students rarely share ideas, ask questions, or answer questions.	Students follow classroom procedures but may be reluctant to share ideas, or ask or answer questions.	Students are eager to share ideas, and ask and answer questions.	Students confidently share ideas, and ask and answer questions related to the learning experience.
Body Language	Students exhibit negative body language.	Students exhibit some negative and some positive body language.	Students exhibit positive body language, and make eye contact with others.	Students' body language shows commitment to learn.
Focus	Students lack focus on the learning experience.	Students are focused on the learning experience with limited distractions.	Students are focused on the learning experience.	Students are committed to high-quality work in the learning experience and persevere to completion.
Breadth	Few students are fully engaged in classroom instruction and activity.	Some students are fully engaged in classroom instruction and activity.	Nearly all students are fully engaged in classroom instruction and activity.	All students are fully engaged in classroom instruction and activity.

Collaborative Instructional Review- Classroom Visitation Rubric for Literacy

Evidence of Literacy	Beginning	Developing	Meeting	Exceeding
Text Complexity	Students comprehend simple text at an information retrieval level using texts or teacher read-aloud materials.	Students comprehend simple text for main idea, summary, and initial analysis of information. Students understand familiar vocabulary, clear cause-effect relationships, and simple sequences of events. Students can respond to basic questions for which answers are implicit or directly implied.	Students comprehend complex texts, determine meaning of virtually any word, understand subtle cause-effect relationships, understand simple sequence of events, and summarize, evaluate, or analyze the text.	Students comprehend complex texts, understand implied and complex cause-effect relationships, understand meaning of context-dependent words, analyze a complex set of ideas or sequence of events, and explain multiple interpretations of the story or event. Students can explain how specific ideas develop over the course of the text. Students are able to integrate information from primary and secondary sources.
Digital Use	Students' work often consists of copying directly from other sources. Use of digital tools is rare, and most often involves lower levels of rigor and relevance.	Students' use of digital sources is limited to demonstrating awareness, comprehension, or basic application of knowledge.	Students demonstrate effective integration of single and multiple digital sources to understand, infer, and act upon knowledge, to facilitate communication, and/or to create solutions. Students demonstrate the ability to apply information to relevant, real-life scenarios. Students demonstrate an ability to use basic citation.	Students integrate multiple digital sources, independently evaluating the credibility and accuracy of sources. Students skillfully use this information to create solutions, offer justifiable points of view, apply to relevant, real-life, and complex scenarios, and/or create a new project. Students correctly cite information and demonstrate the ability to teach digital strategies to others.

Speaking, Listening, and Collaborating	Students work in isolation. They demonstrate limited ability to apply their language skills to communicate effectively, frequently, and persuasively in academic and/or social communication.	Students collaborate and communicate integrated information to demonstrate awareness, comprehension, or basic application of knowledge.	Students collaborate and communicate integrated information to adapt, create, solve, justify, and apply knowledge. Students are given an opportunity to evaluate other's points of view and present their own information.	Students collaborate in person and virtually to contribute fully to point-of-view conversations, debates, problem solving, and integration of the ideas of others to achieve a common goal. Students are able to present information, reasoning, and supporting evidence. Students understand and use language, culture, and verbal and non-verbal communication methods.
Document and Quantitative Literacy	Students have few or no opportunities to utilize strategies for comprehending information in tables, charts, graphs, and other visual modes of presenting information.	Students can comprehend simple information contained in tables, charts, graphs, and other visual modes of presenting information.	Students compare or combine information contained in tables, charts, graphs, and other visual modes of presenting information, using inference, analysis, synthesis, and evaluation skills. Students use new information to make predictions based on the data.	Students use complex visually-based sources of information, as well as numeracy-based sources to develop solutions, analyze the correctness and usefulness of data, determine how to use the information to complete complex tasks, and evaluate the results of actions or predict outcomes.

Written Communication	Students' writing skills are underdeveloped and/or interfere with the ability to communicate in writing for a purpose and audience.	Students use basic writing skills to communicate. Writing demonstrates limited development of ideas, some evidence of organization, minor errors in sentence structure, and acknowledgement and basic justification of point of view.	Students use the skills and characteristics of good writing to communicate simple ideas for a purpose and audience. Writing demonstrates clear ideas, effective organization, complete sentences, and acknowledgement and basic justification of point of view. Students demonstrate a limited ability to edit their work.	Students use the skills and characteristics of good writing to communicate complex ideas and concepts in multiple formats for a variety of purposes and audiences. Writing demonstrates clarity of analysis, use of complex sentence structure, effective organization, acknowledgement and justification of point of view, and creative solutions or insights. Students demonstrate an ability to edit their work and/or the work of others.

FIVE-STEP LESSON PLAN

OBJECTIVE. What is your objective?	**KEY POINTS.** What knowledge and skills are embedded in the objective?
SWBAT: -Understand the meaning of the words pattern and repetition -Recognize AB patterns in nature and manmade objects or material -Construct an AB pattern using small manipulatives -Practice an AB pattern using simple items found in the classroom -Participate in a group activity that reinforces the AB pattern	-Cooperative Learning -Experiential Learning -Patterns exist in the natural and man-made world -Patterns are an element in art, as well as math and science -Knowledge of patterns allows the learner to systematize and predict outcomes
ASSESSMENT.	
Performance Assessment	
4. OPENING	**MATERIALS.**
Start with a pile of blocks that contains two colors. Have the students sort the blocks by color into two separate piles. Next, have the students lay out the blocks in a long line alternating color. Explain that they have just created an AB pattern.	Blocks (2 colors)
3. INTRODUCTION OF NEW MATERIAL	
Gather the students around you in the front of the class. Have them take a seat on the floor. Ask two students (one boy and one girl) to come to the front and have the girl hold a large sheet of paper with the letter “A” and the boy as “B” and arrange them in an AB pattern. Explain that it is called AB pattern because the letters A and B represent when the first pattern changes to a second new pattern. (A is one thing, B is something else)	Sheets of labeled paper “A” and “B”
2. GUIDED PRACTICE	

Bring up several more students (even number of boys as girls) and instruct the students to arrange themselves in AB patterns. Write the pattern that is created on the board and explain that pattern is something that repeats. Label this as an AB pattern. Make one clap "A" and two claps for "B". Ask the students to say "A", "B" aloud and in time with the claps as you point to the students that are arranged up in front of the room. You can try more complicated patterns if you think that they understand the concept. Show students pictures exhibiting AB patterns. These pictures can come from all different areas of life; inside or outside; at home or in school, playing in the pool or at a playground. Ask students to think about where they have seen patterns. Write or draw them on the board. Keep the conversation positive and give students an explanation of why each is or is not a pattern. Reinforce the AB pattern by showing them examples of AB patterns in textile samples.	White board or chalk board and marker or chalk Examples of patterns from magazines and textiles
1. INDEPENDENT PRACTICE	
Students practice arranging manipulatives in an AB pattern. Students are given a set of manipulatives such as unifix cubes, in two different colors. They may try other patterns if time allows. **Students analyze AB patterns. On the board, create simple AB patterns using shapes. Ask students to write down the pattern on large newsprint paper. Ask the students to duplicate this pattern with their blocks.** **Students will then analyze more complex patterns. Students will explore the classroom for AB patterns and share what they found with the class.** **Check for understanding by asking students to make instrumental music using patterns.** **Assign one instrument the "A" and the other the "B". Put the patterns on the board and as the classroom musicians to play the patterns.**	Manipulatives in two colors or more Two instruments such as a drum, rhythm sticks, bells, cymbals or triangle
5. CLOSING Discussion	
Students will be asked to explain the AB pattern and each give one example. The teacher will review the homework assignment and talk about tomorrow's "pattern parade".	
HOMEWORK (if appropriate).	

Assign homework to take patterns outside the classroom. Ask students to look in their closets or drawers for clothing that shows an AB pattern. Ask them to wear or bring that clothing with them to school tomorrow.	

Standards:
Mathematics Standard 5: Understands and applies basic and advanced properties of the concepts of geometry
Mathematics Standard 8: Understands and applies basic and advanced properties of functions and algebra
Grade K-4 Visual Arts Standard 1: Understanding and applying media, techniques, and processes
Grade K-4 Visual Arts Standard 2: Using knowledge of structures and functions
Grade K-4 Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas
Grades K-4 Visual Arts Standard 6: Making connections between visual arts and other disciplines

FIVE-STEP LESSON PLAN

OBJECTIVE. What is your objective?	**KEY POINTS.** What knowledge and skills are embedded in the objective?
SWBAT: -Identify and name both uppercase and lowercase letters of the alphabet (one in particular) -Develop an understanding of the attributes of design -Work collaboratively	-Students will review uppercase and lowercase letters -Students will understand the shapes of letters -Students will understand the term “freestanding”

ASSESSMENT.	
Performance Assessment – completion of a freestanding letter and guided portfolio- Oral presentation	
4. OPENING	**MATERIALS.**
The teacher will read the book Albert’s Alphabet aloud to the students and review the letter for the week and the letters studied in the previous weeks. The teacher will introduce the lowercase and uppercase letter as well as the sounds that the letter makes.	The book Albert’s Alphabet by Leslie Tyron
3. INTRODUCTION OF NEW MATERIAL	
The teacher will ask guided questions and review the letters previously studied. The teacher will lead a discussion with the students around the letter for the day (does anyone’s name begin with the letter, body parts that begin with the letter, etc.) The teacher will introduce the students to the guided portfolio and review the contents of the handouts.	Guided portfolio handouts
2. GUIDED PRACTICE	
The students will be assigned groups and one of the letters already studied. The students are instructed that each group will create a freestanding letter out of the materials in the classroom. The teacher will take the students on a tour of the materials that are available for use. Each student in the groups is given a job (project manager, recorder, materials purveyor, etc) and the jobs are reviewed.	Various classroom materials (cardboard, scrap paper, cloth, tape, hole punch, boxes, stapler, scissors, string, glue, etc)
1. INDEPENDENT PRACTICE	
Students will work through the guided portfolio, discussing the problem, brainstorming possible solutions and deciding on the final product. They will then test and evaluate their solution. Lastly, groups must present the final product to the class, explaining how they came up with the solution, materials used and words where this letter can be found.	Various classroom materials as above
5. CLOSING Discussion	
Students are judged using the rubric for building a letter. Each group has his or her picture taken with the letter for the letter wall in the classroom.	
HOMEWORK (if appropriate).	

REINFORCEMENT	The homework is to find new words that begin with the letter they were working with in their groups. They are to cut out or bring in three items that start with that letter to show the class tomorrow.

Standards:
English K.7a, K.1, K.2, K.3, K.5, K.6, K.7, K.8, K.10
Science K.1, K.4, K.10
Mathematics K.10
Technological Literacy: 8

2015-2016 School Calendar

Start Time: 7:50am; End Time: 3:45pm (7.9 hours)

Early Release Days: 2:00pm Dismissal (6.2 hours)

Staff Days	Student Days	S	M	T	W	TR	F	Sa	
					1	2	3	4	**July**
		5	6	7	8	9	10	11	
		12	13	14	15	16	17	18	
5	0	19	20	21	22	23	24	25	20-First All Staff Day
10	0	26	27	28	29	30	31	1	**August**
15	0	2	3	4	5	6	7	8	
20	5	9	10	11	12	13	14	15	10- First Class Day
25	10	16	17	18	19	20	PD	22	21- Early Release Day- Professional Development
30	15	23	24	25	26	27	28	29	
35	20	30	31	1	2	3	PD	5	**September**
39	24	6	H	8	9	10	11	12	4- Early Release Day- Professional Development 7- Holiday- Labor Day
44	29	13	14	15	16	17	PD	19	18- Early Release Day- Professional Development
49	34	20	21	22	23	24	25	26	
54	39	27	28	29	30	1	PD	3	**October**
59	44	4	5	6	7	8	9	10	2- Early Release Day- Professional Development
64	48	11	12	13	14	15	PC	17	16- Parent-Teacher Conferences- No School
69	53	18	19	20	21	22	23	24	
74	58	25	26	27	28	29	PD	31	30- Early Release Day- Professional Development
79	63	1	2	3	4	5	6	7	**November**
83	67	8	9	10	H	12	PD	14	11- Holiday- Veteran's Day 13- Early Release Day- Professional Development
88	72	15	16	17	18	19	20	21	
91	75	22	23	24	25	H	H	28	26, 27- Holiday- Thanksgiving
96	80	29	30	1	2	3	4	5	**December**
101	85	6	7	8	9	10	PD	12	11- Early Release Day- Professional Development
106	90	13	14	15	16	17	18	19	
106	90	20	H	H	H	H	H	H	21-31- Holiday- Winter Break
106	90	27	H	H	H	H	H	2	**January**

Holiday
Professional Development- Early Release Days
Spring Break
Parent-Teacher Conferences- No School
Snow Day Makeup

111	95	3	**4**	**5**	**6**	**7**	**8**	9	
116	100	10	**11**	**12**	**13**	**14**	**PD**	16	15- Early Release Day- Professional Development
120	104	17	**H**	**19**	**20**	**21**	**22**	23	18- Holiday- Martin Luther King, Jr. Day
125	109	24	**25**	**26**	**27**	**28**	**PD**	30	29- Early Release Day- Professional Development
130	114	31	**1**	**2**	**3**	**4**	**5**	6	**February**
135	119	7	**8**	**9**	**10**	**11**	**PD**	13	12- Early Release Day- Professional Development
139	123	14	**H**	**16**	**17**	**18**	**19**	20	15- Holiday- President's Day- Washington's Birthday
144	128	21	**22**	**23**	**24**	**25**	**PD**	27	26- Early Release Day- Professional Development
149	133	28	**29**	**1**	**2**	**3**	**4**	5	**March**
154	137	6	**7**	**8**	**9**	**10**	**PC**	12	11- Parent-Teacher Conferences- No School
159	142	13	**14**	**15**	**16**	**17**	**18**	19	
159	142	20	**SB**	**SB**	**SB**	**SB**	**SB**	26	21-25- Spring Break- No School
164	147	27	**28**	**29**	**30**	**31**	**1**	2	**April**
169	152	3	**4**	**5**	**6**	**7**	**PD**	9	8- Early Release Day- Professional Development
174	157	10	**11**	**12**	**13**	**14**	**15**	16	
179	162	17	**18**	**19**	**20**	**21**	**PD**	23	22- Early Release Day- Professional Development
184	167	24	**25**	**26**	**27**	**28**	**29**	30	
189	172	1	**2**	**3**	**4**	**5**	**PD**	7	**May**
194	177	8	**9**	**10**	**11**	**12**	**13**	14	6- Early Release Day- Professional Development
199	182	15	**16**	**17**	**18**	**19**	**20**	21	
204	187	22	**23**	**24**	**25**	**26**	**27**	28	30- Holiday- Memorial Day
208	191	29	**H**	**31**	**1**	**2**	**3**	4	**June**
210	191	5	**6**	**7**	**8**	**9**	**10**	11	3- Last Day of School; 7- Last Teacher Work Day
		12	**13**	**14**	**15**	**16**	**17**	18	6-13 - Snow Day Makeup
		19	**20**	**21**	**22**	**23**	**24**	25	
		26	**27**	**28**	**29**	**30**			

Total Staff Days: 210
Total Student Days: 191
Total Student Hours: 1,513

Houses of The Biome (Sample Document)

Every child who attends The Biome will belong to one of five diverse student groups, called "houses." Each house will represent a vehicle to support healthy competition among students and will serve as the catalyst for building a strong sense of community within The Biome. Houses will compete against each other to determine which will ultimately win The Biome House Trophy and the Our House Rules Prize, which is selected at the start of each school year. As students mature, their houses will also be responsible for several events throughout the school year. Examples of possible activities/events for which houses will be responsible include but are not limited to:

- Inviting a guest speaker in a STEAM-related field to speak with the entire student body
- Planning and participating in service learning events
- Planning and implementing celebratory events

Definitions

1. *House – a group of students organized to create a sense of community and accomplish common goals*
2. *The Biome House Trophy – A trophy that is awarded to the house with the most house points at the end of an academic year*
3. *Our House Rules Prize – An annual prize typically consisting of a special party or field experience awarded to the house that accumulates the most points during an academic year*
4. *House Chair – the student leader within each House (not introduced until students' 4th grade year)*
5. *House Co-Chair – the student second in command within each house (not introduced until students' 4th grade year)*
6. *House Leader – an adult mentor assigned to each house*
7. *House Banner – an ensign or vinyl display containing the house name, color, and seal*

House Organization

After The Biome introduces a 4th grade class, each house will vote on a house chair and co-chair who will represent their respective house on The Biome Student Board of Directors. The house chair and co-chair will also be responsible for leading and advocating for their peers to ensure that their house capitalizes on all of the opportunities to earn points that are awarded on the merits of academic performance, behavior, and sports competitions.

Each house will have a staff member of The Biome who will serve as its house leader. House leaders will be responsible for leading meetings until students are able to lead meetings on their own. House leaders will ensure that the activities and events planned by the house are reviewed and implemented, and that adequate progress is achieved in a timely manner. Additionally, house leaders will review the number of points scored by each house at a monthly meeting and discusses areas for improvement.

House Identification

A unique name, color, and seal identify each house—these were predetermined and meet the following criteria:

- Named after a historical figure (one who is no longer living and non-political)
- Named after a prestigious college or university
- Named after a historical event
- Positive in nature and non-divisive
- Not representative of violence or acts of violence regardless of any particular historical perspective

The house names and respective colors are:

- Dartmouth (Green)
- Phoenix (Red)
- Lions (Yellow)
- Trinity (Silver)
- McNair (Orange)

The House banners will be hung in the front entryway of The Biome as well as above each of the classrooms in which house meetings will occur.

House Formation

Each house will be formed from an equal distribution of students with care not to isolate a single student from all of his or her classmates. The number of students in each house will be determined by school enrollment. Once a student is assigned to a house, the assignment will be unalterable. The house leader, chair, and co-chair are responsible for resolving issues that arise within their house community.

House Facilities

Each house will be assigned a classroom to serve as its homeroom. Each classroom will display a mini-version of the house banner over its door and will serve as a meeting place for the monthly meetings of each house.

House Points

House points will be awarded based on the following system and announced twice per month:

- Benchmark scores: 5 house points per student who meets the established improvement rate
- Monthly intramural competition: 10 house points for each win
- Service learning: 25 house points for participating in the house service learning project
- Guest speaker: 100 house points for holding a guest speaker event for the entire student body
- Expectations/behaviors: 1 house point for every star received for good behavior from a classroom leader

House Meeting Format

All house meetings will follow the same format. House meetings will be held at least once per month and will last approximately thirty minutes during times determined by the Head of School. If the house chair is unavailable to run the meeting, the house co-chair should take his or her place. If the house chair and co-chair are unavailable, the house leader will run the meeting. House leader will run all meetings until students are old enough (beginning in 4th grade) to manage their own meetings. The following is a list of sample agenda items:

- Attendance and point tally
- Reports from various committees
- Grievances or comments
- Conversation and activity on given topic (pre-determined topic developed by the Head of School or other designated school leader) and given to house leaders prior to the house meeting
- Wrap-up and rally

Once The Biome has a 4th grade class, house leaders will use the first house meeting of the school year to discuss the following agenda items:

- Attendance
- Nominations for house chair and co-chair
- Discussion of committees
- Wrap-up and adjourn

Nominations and Voting of House Chair and Co-Chair

During the second house meeting of students' 4th grade year (The Biome's 2018-19 school year), the house leader will ask for nominations for the house chair and co-chair. The house chair must be in 4th grade or higher. A student can nominate him or herself for either position. The nominees will then be directed to submit an explanation (in writing or in some other format) of why he or she would make a good house chair or co-chair. The Head of School or other designated school leader will accept submissions. At the following house meeting, the nominees will have two minutes each to explain to their house members why they should be elected. Upon completion, the house members will vote and a chair and co-chair will be elected to each house. House members will vote for a new chair and co-chair at the beginning of each school year.

House Committees

Beginning in the 2018-19 school year, house members will choose from the following committees on which to serve:

- Service Learning
- Celebrations
- Guest Speakers
- House Points

A description of each committee and its responsibilities are as follows:

Service Learning Committee: This committee will be responsible for identifying and planning a service learning opportunity for the house members. The service learning can be done at The Biome or in the community.

Celebrations: This committee will be charged with planning and implementing a small celebration to reward house members who meet or exceed benchmark goals. This committee will also track and plan small monthly recognition activities for house members' birthdays.

Guest Speakers: This committee will identify and arrange for a guest speaker to present to the entire school community. The guest speakers must have made a substantial contribution to their field of work. Each house must invite a minimum of one guest speaker but may invite more if approved by the Head of School.

House Points: This committee will keep accurate house points data and report the data to house leaders for display. This committee must also develop ideas on how to encourage and motivate house members to try their best to accrue points.

State of Missouri
Creation - NonProfit 4 Page(s)

T1416418505

File Number:
N01409346
Date Filed: 06/13/2014
Jason Kander
Secretary of State

ARTICLES OF INCORPORATION OF THE BIOME

A Missouri Nonprofit Corporation

The undersigned, being a natural person of the age of eighteen years or more, for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act, hereby adopts the following Articles of Incorporation:

1. The name of the corporation (hereinafter referred to as the "Corporation") is The Biome.

2. This Corporation is a public benefit corporation.

3. The period of duration of the Corporation is perpetual.

4. The street address of the Corporation's initial registered office in Missouri is 221 Bolivar Street, Suite 101, Jefferson City, Missouri 65101, and the name of its initial registered agent at such address is BCRA Co.

5. The name and address of the incorporator is Paula L. Robinson, 211 N. Broadway, Suite 3600, St. Louis, Missouri 63102-2750.

6. The Corporation is organized, and shall be operated, exclusively for religious, charitable, scientific, literary and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), including, for such purposes, to establish and operate a charter school.

7. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its Directors, Officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Except to the extent permitted by Code Section 501(h), no substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. Any other provision of these Articles to the contrary notwithstanding, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from the Federal income tax under Code Section 501(c)(3), (b) by a corporation contributions to which are deductible under Code Section 170(c)(2), and (c) by a corporation organized under the Missouri Nonprofit Corporation Act as now existing or hereafter amended.

8. The Corporation shall have one or more Members as provided in the Bylaws. The affairs of the Corporation shall be managed by, or under the direction of, its Board of Directors. The number of Directors and their terms shall be as provided in the Bylaws, provided

that there shall not be less than three Directors. The Directors of the Corporation shall be elected in the manner described in the Bylaws.

9. The Corporation shall have all the powers permitted a corporation that is both a nonprofit corporation under the Missouri Nonprofit Corporation Act and an exempt organization described in Code Section 501(c)(3).

10. Bylaws of the Corporation, consistent with these Articles, shall be adopted by the Board of Directors or the Incorporator, and may be amended in the manner provided in the Bylaws.

11. These Articles may be amended by the Board of Directors in the manner provided in the Bylaws.

12. If the Corporation is ever determined to be a private foundation within the meaning of Code Section 509, the Corporation shall not: (a) engage in any act of self-dealing which is subject to tax under Code Section 4941; (b) retain any excess business holdings which are subject to tax under Code Section 4943 of the Code; (c) make any investments in such manner as to subject it to tax under Code Section 4944; or (d) make any taxable expenditures which are subject to tax under Code Section 4945.

13. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all the assets of the Corporation to Youth Learning Center, if it is then qualified under Code Section 501(c)(3), or, if it is not then qualified under Code Section 501(c)(3), to one or more organizations then qualified under Code Section 501(c)(3) selected by the Board of Directors of the Corporation. Any of such assets not so disposed of shall be disposed of by the Circuit Court of the city or county in which the principal office of the Corporation is then located to such organization or organizations as said court shall determine and as are then qualified as exempt under Code Section 501(c)(3). Notwithstanding the foregoing, to the extent required by Missouri law, upon closure of the Corporation's charter school any unobligated assets of the charter school shall be returned to the Department of Elementary and Secondary Education of the State of Missouri for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.

14.

(a) The provisions of this Article shall be in the nature of a contract between the Corporation and each of its Directors and Officers made in consideration of such person's continued service to the Corporation. The protection afforded to each Director or Officer by the provisions of this Article shall survive such person's term of office or employment. This Article may not be repealed, nor may the benefits to the Directors and Officers afforded hereby be diminished, except as to liability accruing in respect of acts or omissions occurring after the date of such repeal or modification.

(b) The Corporation shall hold harmless and indemnify each Director and Officer to the fullest extent authorized or permitted by the provisions of Subsections 1 through 6 and 9 through 11 of Section 355.476, Missouri Revised Statutes, as amended (which Section, in its

entirety, is hereinafter referred to as the "State Statute") or any other or additional statutory provisions which are hereafter adopted authorizing or permitting such indemnification.

(c) The Corporation may purchase and maintain for the benefit of each Director or Officer, as named insured or additional insured, a policy or policies of general comprehensive liability insurance (covering claims arising out of death, illness or injury or arising out of property loss or damage) and directors' and officers' liability insurance (covering claims arising out of wrongful acts or omissions) in respect of liabilities asserted against and/or incurred by its Directors and Officers in either such capacity or otherwise in the performance of their services for the Corporation.

(d) In addition to the foregoing, and subject only to the exclusions set forth in section (e) of this Article, the Corporation shall, to the fullest extent authorized or permitted by the provisions of Subsection 7 of the State Statute, hold harmless and indemnify each Director and Officer: (i) against any and all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such Director or Officer in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the Corporation) to which such Director or Officer is, was or at any time became a party, or is threatened to be made a party, by reason of the fact that such Director or Officer is, was or at any time becomes a Director, Officer, employee or agent of the Corporation, or is or was serving or at any time serves at the request of the Corporation as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise; and (ii) otherwise to the fullest extent as may be provided to such Director or Officer by the Corporation under the non exclusivity provisions of the State Statute.

(e) No indemnity pursuant to section (d) of this Article shall be paid by the Corporation: (i) except to the extent the aggregate of losses to be indemnified thereunder exceeds the amount of such losses for which the Director or Officer is indemnified either pursuant to section (b) of this Article or pursuant to any insurance of the type referred to in section (c) of this Article purchased and maintained by the Corporation; (ii) in respect of remuneration paid to such Director or Officer if it shall be determined by a final decision of a court having jurisdiction in the matter that such remuneration was in violation of law; (iii) on account of such Director's or Officer's conduct which is finally adjudged by a court having jurisdiction in the matter to have been knowingly fraudulent, deliberately dishonest or willful misconduct; or (iv) if a final decision by a court having jurisdiction in the matter shall determine that such indemnification is not lawful.

(f) All agreements and obligations of the Corporation contained in this Article shall continue during the period the Director or Officer is 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, partnership, joint venture, trust or other enterprise) and shall continue thereafter so long as the Director or Officer shall be subject to any possible claim or threatened, pending or completed action, suit or proceeding, whether civil, criminal or investigative, by reason of the fact that he or she was a Director or Officer of the Corporation or was serving in any other capacity referred to in this Article.

(g) The Corporation will pay, in advance of the final disposition of the action, suit or proceeding, all reasonable expenses of the Director or Officer incurred in defending any civil

or criminal action, suit or proceeding against him or her, provided he or she shall have agreed to reimburse the Corporation if and to the extent that it shall be ultimately determined that he or she is not entitled to be indemnified by the Corporation for such expenses.

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)

	Paula L. Robinson
Signature	Printed Name

State of Missouri

Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION
MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

The Biome
N01409346

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 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 13th day of June, 2014.

Secretary of State

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 06-13-2014

Employer Identification Number:
47-1100460

Form: SS-4

Number of this notice: CP 575 E

THE BIOME
% CARE OF BILL KENT JR
4471 OLIVE ST
SAINT LOUIS, MO 63108

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 47-1100460. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it's very important that you use your EIN along with your complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information shown above isn't correct, please send us the correction using the attached tear-off stub.

Annual filing requirements

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

Form 990, Return of Organization Exempt From Income Tax
Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
Form 990-PF, Return of Private Foundation
Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to www.irs.gov/990filing for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

Form 1120, U.S. Corporation Income Tax Return
Form 1041, U.S. Income Tax Return for Estates and Trusts
Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

(IRS USE ONLY) 575E 06-13-2014 THEB O 9999999999 SS-4

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

Publication 557, Tax Exempt Status for Your Organization, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you don't have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is THEB. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

(IRS USE ONLY) 575E 06-13-2014 THEB O 9999999999 SS-4

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence
so we may identify your account. Please
correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number Best Time to Call
( ) -
_____ _____

DATE OF THIS NOTICE: 06-13-2014
EMPLOYER IDENTIFICATION NUMBER: 47-1100460
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

THE BIOME
% CARE OF BILL KENT JR
4471 OLIVE ST
SAINT LOUIS, MO 63108

ARTICLES OF AMENDMENT
OF
FOR A NONPROFIT CORPORATION

The undersigned corporation, for the purpose of amending and restating its Articles of Incorporation, hereby executes the following Amended and Restated Articles of Incorporation:

1. The name of the corporation is The Biome (the "corporation"). The corporation was organized on June 13, 2014.

2. The amendment to the Articles of Incorporation was adopted effective as of July 29, 2014 to change Article 13 to read as attached hereto as Attachment A.

3. Approval of the amendment by members was not required. The amendment was approved by sufficient vote of the incorporator of the corporation.

4. Approval of the Amendment was by a person other than the members, the board or the incorporator pursuant to Section 355.606.

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)

Signature	Printed Name	Title	Date
	Paula L. Robinson,	Incorporator	7/29/14

Attachment A

Article 13. Subject to the last sentence of this Section, upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute all the assets of the Corporation to Youth Learning Center, if it is then qualified under Code Section 501(c)(3), or, if it is not then qualified under Code Section 501(c)(3), to one or more organizations then qualified under Code Section 501(c)(3) selected by the Board of Directors of the Corporation. Any of such assets not so disposed of shall be disposed of by the Circuit Court of the city or county in which the principal office of the Corporation is then located to such organization or organizations as said court shall determine and as are then qualified as exempt under Code Section 501(c)(3). Notwithstanding the foregoing, to the extent required by Missouri law, upon closure of the Corporation's charter school any unobligated assets of the charter school shall be returned to the Department of Elementary and Secondary Education of the State of Missouri for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.

BYLAWS
OF
THE BIOME

A Missouri Nonprofit Corporation

ARTICLE I: OFFICES

1. The corporation may have offices at such place or places as the Board of Directors may from time to time determine or the business of the corporation may require.

ARTICLE II: MEMBERSHIP

1. The number of Members shall initially be one (1) and the initial member shall be: Youth Learning Center, a Missouri nonprofit corporation. The number of Members may be increased or decreased to such other number as may be determined by the Members from time to time, provided that there shall be no less than one (1) Member at any time. Members shall maintain their Memberships until terminated by death, resignation, termination or dissolution and liquidation. Member vacancies shall be filled by the majority of the Members. If at any time there shall be no Members, the Board of Directors may appoint one (1) Member.

2. A Member may be terminated or suspended by majority vote of the Members. In case of Membership termination or suspension, written notice shall be given at least fifteen (15) days prior to such event. Written notice given by mail shall be given by first class or certified mail sent to the last address of the Member shown on the corporation's records.

3. Each Member shall have one vote on each matter that comes before the membership for a vote.

4. Members may not transfer their Memberships.

5. A Member that is not a natural person ("Institutional Member") shall appoint one or more natural person(s) who shall act as its authorized representative in all corporate meetings and activities of the Members. Each Institutional Member shall notify the Secretary of the corporation in writing of the name, address and office of such authorized representative(s) and the Secretary shall enter the same upon the books of the corporation. Appointment of and notice of appointment of the authorized representative shall be a condition precedent to each Member's participation in the meetings and activities of the corporation.

6. An Institutional Member may delegate to a governing committee (e.g., Executive Committee) the full authority to act for it as to all matters relating to the corporation.

ARTICLE III: MEMBERS' MEETINGS

1. All meetings of the Members shall be held at such place, within or without the State of Missouri, as may be designated from time to time by resolution or written consent of the

Members. While the initial member, Youth Learning Center, is the only member, the meeting of the Members will only consist of Youth Learning Center.

2. The corporation shall notify its Members of the place, date and time of each annual, regular and special meeting of Members no fewer than ten (10), (or if notice is mailed by other than first class or registered mail no fewer than thirty (30)) nor more than sixty (60) days before the meeting date. Notice of an annual or regular meeting shall include a description of any matters which must be approved by the Members concerning: authorization, approval or ratification of a conflict of interest transaction; indemnifications of persons; the adoption of amendments to the corporation's Articles of Incorporation; an amendment to the corporation's Bylaws; a plan of merger; disposition of all or substantially all of the corporation's property; or dissolution of the corporation. Notice of a special meeting shall include a description of the matter or matters for which the meeting is called. Notice of any meeting shall be deemed waived if a Member attends a meeting of Members.

3. Special meetings of the Members, for any purpose or purposes, may be called by the President, the Secretary, the Board of Directors, or five percent (5%) of the Members provided one or more written demands are signed, dated and delivered to a corporate officer and describes the purpose or purposes for which the special meeting is to be held.

4. The business transacted at any special meeting of Members shall be confined to the purposes stated in the notice.

5. A majority of the Members shall constitute a quorum at all meetings of the Members for the transaction of business, except as otherwise provided by statute.

6. When a quorum is present at any meeting, the vote of a majority of the Members present shall decide any question brought before such meeting, unless the question is one upon which, by express provision of the statutes, the Articles of Incorporation, or these Bylaws, a different vote is required, in which case such express provision shall govern and control the decision of such questions.

7. Action required or permitted by law to be approved by the Members may be approved without a meeting of Members if the action is approved by the Members in one or more written consents, signed by such Members, and the consent or consents are delivered to the corporation for inclusion in the minutes or filing with the corporate records. Unless determined by law or by another provision of these Bylaws, the record date for determining Members entitled to take action without a meeting is the date the first Member signs the written consent. Written notice of the action approved without a meeting of Members shall be given to all Members who have not signed the written consent.

ARTICLE IV: DIRECTORS

1. The day to day affairs of the corporation shall be managed by or under the direction of the Board of Directors. The number of Directors to constitute the Board of Directors shall be determined by the Board of Directors, provided, however, that there shall always be at least three (3) Directors. Directors shall be elected at the annual meeting of the Members to serve for a

term of three (3) years or until his or her successor shall have been elected and qualified. Directors may be removed, with or without cause, by the vote of a majority of all the Members at a meeting of the Members. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by a majority vote of the Members present at such meeting or, in the absence of such action at such meeting, by resolution of the Members

2. The Directors may keep the books of the corporation at the principal business office of the corporation in this state or at such other place as they may from time to time determine and as may be permitted by law.

3. If the office of a Director becomes vacant for any reason, other than by removal of the Director, the majority of the Members shall choose a successor or successors who shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors.

ARTICLE V: COMPENSATION OF DIRECTORS

1. Directors, as such, shall not receive any stated salary for their services, but by resolution of the Board, expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; provided that nothing herein contained shall be construed to preclude any Director from serving the corporation in any other capacity and receiving compensation or reimbursement of expenses therefor.

ARTICLE VI: MEETINGS OF THE BOARD

1. Meetings of the Directors shall be held at the principal office of the corporation, or at such other place, within or without the State of Missouri, as may be designated from time to time by resolution or written consent of the Board of Directors. The first meeting of each newly elected Board shall be held immediately after the annual meeting of the Members, or at such time and place as shall be fixed by the vote of the Members at the annual meeting.

2. The annual meeting of the Board of Directors shall be held at such time and place as shall be determined by the Board of Directors. Regular meetings of the Board shall be held at such time and place as shall from time to time be determined by the Board of Directors. Notice of Board meetings shall comply with the laws governing meetings of governmental bodies as set forth in Section 610.010 *et seq*. of the Missouri Revised Statutes (the "Sunshine Law").

3. Special meetings of the Board may be called by the President, the Secretary, or twenty-five percent (25%) of the Directors on not less than two (2) days' notice to each Director, either personally or by first class mail or by telegram or by email or by telephone, provided notice of such meeting is made public under the laws.

4. A Director's attendance at or participation in a meeting waives any required notice of the meeting unless the Director upon arriving at the meeting or prior to the vote on a matter not noticed in conformity with the law, the Articles of Incorporation or these Bylaws, objects to lack of notice and does not vote for or assent to the objected to action. Neither the business to be

transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any notice or waiver of notice of such meeting.

5. At all meetings of the Board, a majority of all the Directors in office shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the Directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, or these Bylaws, a different vote is required, in which case such express provision shall govern and control. If a quorum shall not be present at any meeting of Directors, the Directors present thereat may adjourn the meeting, from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

6. Members of the Board of Directors may participate in a meeting of the Board by means of conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

7. Action required or permitted by law to be taken at a Board of Directors' meeting may be taken outside of a regularly scheduled meeting by means of circulated written consent if the action is taken by all of the Directors of the Board then in office, provided that notice of such action is made public in a manner compliant with the Sunshine Law. The action shall be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes filed with the corporate records reflecting the action taken. Such action shall be effective when the last Director signs the consent, unless the consent specifies a different effective date.

ARTICLE VII: COMMITTEES

1. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee of at least three Directors, which shall consist of the Chairman of the Board and two (2) other Directors who shall serve as members of the Executive Committee for one year or until the earlier expiration of their term as Chairman of the Board or as a Director of the Board, as the case may be. A majority of the members of the Executive Committee shall be necessary and sufficient to constitute a quorum of the Committee for the transaction of business. The Executive Committee shall have and exercise all authority of the Board of Directors between meetings of the Board of Directors and shall have such other authority as delegated or designated by the Board of Directors, to the extent permitted by law..

2. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate one or more other Board committees, each of which shall consist exclusively of at least two (2) Directors. Such committees shall, to the extent provided in such resolution, have and exercise the authority of the Board of Directors, to the extent permitted by law.

3. Other committees of the corporation not having and exercising authority of the Board of Directors may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

4. At all meetings of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the members of the committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board of Directors shall also apply to a committee or committees of the Board of Directors.

5. Public notice of meetings of committees shall be provided as necessary in order to comply with the Sunshine Law.

ARTICLE VIII: NOTICES

1. Whenever, under the provisions of the statutes, the Articles of Incorporation, or these Bylaws, notice is required to be given to any Director or Member, such notice may be given orally or in writing. Notice may be communicated in person; by any form of wire or wireless communication such as telephone, electronic mail, mail or private carrier; or if the preceding forms of personal notice are impracticable, by a newspaper of general circulation in the area where published; or other form of public broadcast communication such as radio, or television.

2. Unless prohibited by Missouri law governing notice of meetings of governmental bodies, whenever any notice is required to be given to a particular person or persons, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, and filed with the minutes or corporate records, shall be deemed equivalent thereto.

3. Notice given by mail shall be by certified mail, postage prepaid, and shall be deemed given five (5) days following deposit in the mail.

ARTICLE IX: OFFICERS

1. The officers of the corporation shall consist of a President, a Secretary, a Treasurer and such other officers as may be elected by the Board of Directors. The Board of Directors may also elect a Chairman of the Board, one or more Executive Vice Presidents, one or more Vice Presidents who may be identified as "Senior" or "First" or by other appropriate title, one or more Assistant Secretaries and Assistant Treasurers, and such other officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors. The compensation of all officers, if any, shall be fixed by the Board of Directors.

2. The officers of the corporation shall hold their offices for a term of one year, or for such other term not exceeding three years as shall be determined from time to time by the Board of Directors. Officers may be reelected to successive terms. Any officers may be removed at any time by the Board of Directors. An officer may resign at any time by delivering notice to the corporation. A resignation is effective when the notice is delivered unless the notice specifies a

future effective date. If the office of any officers becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

ARTICLE X: PRESIDENT

1. The President shall be the chief executive officer of the corporation and, in the absence of the Chairman of the Board, if any, shall preside at all meetings of the Members and Directors at which he is present. He or she shall perform such duties as the Board of Directors may prescribe, and shall see that all orders and resolutions of the Board of Directors are carried into effect.

2. The President shall execute bonds, mortgages and other contracts, except where permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the corporation.

ARTICLE XI: CHAIRMAN OF THE BOARD

1. The Chairman of the Board, if any, shall preside at all meetings of the Members and Directors at which he or she is present, and shall perform such other duties as the Board of Directors or these Bylaws may prescribe.

ARTICLE XII: EXECUTIVE AND SENIOR VICE PRESIDENTS

1. The Executive and Senior Vice Presidents, if any, in the order of their seniority shall, in the absence or disability of the President, perform the duties and exercise the powers of the President, and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE XIII: OTHER VICE PRESIDENTS

1. Other Vice Presidents, if any, in the order of their seniority shall, in the absence or disability of the President and any Executive Vice Presidents, perform the duties and exercise the powers of the President, and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE XIV: SECRETARY AND ASSISTANT SECRETARIES

1. The Secretary shall serve as the custodian of records and shall keep or cause to be kept a record of all meetings of the Members and Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Members and regular and special meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or Chair, under whose supervision he or she shall be. He or she shall be responsible for authenticating the records of the corporation.

2. The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE XV: TREASURER AND ASSISTANT TREASURERS

1. The Treasurer shall have the custody of the corporate funds and securities, shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation, shall deposit all moneys and other valuable effects in the name and to the credit of the corporation in such depositories as may be designated by the Board of Directors, and shall perform such other duties as the Board of Directors may prescribe.

2. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, taking proper vouchers for such disbursements, and shall render to the President and Directors, at the regular meetings of the Board, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the corporation.

3. If required by the Board of Directors, the Treasurer shall give the corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of his or her office and for the restoration to the corporation, in case of his or her death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in his or her possession or under his or her control belonging to the corporation.

4. The Assistant Treasurers, if any, in the order of their seniority shall, in the absence or disability of the Treasurer, perform the duties and exercise the powers of the Treasurer and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE XVI: CHECKS

1. All checks or demands for money and notes of the corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

ARTICLE XVII: FISCAL YEAR

1. The fiscal year of the corporation shall begin the 1st day of July in each year.

ARTICLE XVIII: SEAL

1. The corporation shall not have a seal.

ARTICLE XIX: ALTERATION, AMENDMENT OR REPEAL OF BYLAWS

1. An amendment to these Bylaws shall be effective if approved by a majority of the Members.

ARTICLE XX: RECORDS

1. The corporation shall keep as permanent records minutes of all meetings of its Members and Board of Directors, a record of all actions taken by the Members or Directors without a meeting, and a record of all actions taken by committees of the Board of Directors. Such records shall be available to the public to the extent required under the Sunshine Law.

2. The corporation shall maintain appropriate accounting records, and a record of its Members. A copy of the following records shall be kept at the corporation's principal office: the Articles of Incorporation and all amendments to them currently in effect, these Bylaws and all amendments to them currently in effect, resolutions adopted by the Board of Directors relating to the characteristics, qualifications, rights limitations and obligations of Members, the minutes of all meetings of Members and records of all actions approved by the Members for the past three years, all written communications including financial statements to all Members furnished to them for the past three years, a list of the names and business or home addresses of the current Directors and officers, the most recent annual report delivered to the Secretary of State, and appropriate financial statements of all income and expenses.

The Biome

C.1-6: FIVE YEAR OPERATIONAL BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
Revenues						
5100	Local (generate by completing "Local Revenue Worksheet")	$ 4,020	$ 76,616	$ 108,949	$ 141,707	$ 178,541
5200	County (generate by completing "County Revenue Worksheet")	-	-	-	-	-
5300	State (generate by completing "State Revenue Worksheet")	651,753	915,426	1,197,964	1,519,019	1,780,291
5400	Federal (generate by completing "Federal Revenue Worksheet")	155,317	223,269	291,220	368,878	431,005
5600	Non-Current Revenue	-	-	-	-	-
5800	Received from other LEAs	-	-	-	-	-
5899	**GRAND TOTAL REVENUES**	**811,090**	**1,215,310**	**1,598,133**	**2,029,605**	**2,389,837**
Expenditures						
1100	Regular Programs - Salaries	320,340	463,834	614,158	929,669	1,178,424
1191	Summer School (Regular)	-	-	-	-	-
1192	Juvenile Program	-	-	-	-	-
1200	Special Programs	49,880	91,080	173,551	262,509	281,481
1300	Career Education Programs	-	-	-	-	-
1400	Student Activities	-	-	-	-	-
1600	Adult/Continuing Education Programs	-	-	-	-	-
1900	Payments to Other Districts	-	-	-	-	-
1999	**TOTAL INSTRUCTION (K-12 Only)**	**370,220**	**554,915**	**787,709**	**1,192,178**	**1,459,906**
2100	Support Services - Pupils	3,080	7,553	8,525	9,565	10,497
2200	Support Services - Professional Development	10,000	18,000	21,000	26,000	31,000
2320	Executive Administration Services	158,950	165,308	244,170	253,937	264,095
2510	Support Services - Business	131,138	173,475	177,869	182,379	187,008
2540	Operation of Plant Services	33,221	63,571	65,518	67,530	69,611
2550	Pupil Transportation	-	-	-	-	-
2560	Food Services	70,024	100,660	131,295	166,307	194,317
2660	Technology Services	5,250	10,500	10,710	10,924	11,143
2998	**TOTAL SUPPORT SERVICES**	**411,663**	**539,066**	**659,087**	**716,643**	**767,671**
3000	Community Services	-	-	-	-	-
	Contract Services	-	-	-	-	
4000	Facilities Acquisition and Construction Services	-	-	75,000	75,000	75,000
5000	Long and Short Term Debt	-	-	-	-	-
9998	**TOTAL NON-INSTRUCTIONAL AND SUPPORT**	**-**	**-**	**75,000**	**75,000**	**75,000**
9999	**GRAND TOTAL EXPENDITURES**	**781,883**	**1,093,981**	**1,521,796**	**1,983,820**	**2,302,577**
Total Revenue Over/(Under) Total Expenditures		**29,208**	**121,329**	**76,337**	**45,784**	**87,260**
Beginning Balance, July 1		**-**	**29,208**	**150,537**	**226,873**	**272,658**

Ending Balance, June 30	**$ 29,208**	**$ 150,537**	**$ 226,873**	**$ 272,658**	**$ 359,918**
Percent of total expenditures	**3.7%**	**13.8%**	**14.9%**	**13.7%**	**15.6%**

The Biome
C.1-1: Local Revenue Worksheet

Code	Detail		Year 1	Year 2	Year 3	Year 4	Year 5	Budget Assumptions
	5113	**Earnings from Prop C**	$ -	$ 71,056	$ 101,849	$ 132,847	$ 168,273	**A**
5140		**Earnings on Investments**						
	5141	Earnings from Temporary Deposits	$ -	$ -	$ -	$ -	$ -	
5150		**Food Service - Pupils**						
	5151	Sales to Pupils	$ 3,520	$ 5,060	$ 6,600	$ 8,360	$ 9,768	**B**
5160		**Food Service - Adults**						
	5161	Sales to Adults	$ -	$ -	$ -	$ -	$ -	
	5165	Food Services - Non-Program	$ -	$ -	$ -	$ -	$ -	
5170		**Enterprise Sources**						
	5171	Admissions	$ -	$ -	$ -	$ -	$ -	
	5172	Bookstore Sales	$ -	$ -	$ -	$ -	$ -	
	5173	Student Organization Membership Dues and Fees	$ -	$ -	$ -	$ -	$ -	
	5179	Other Pupil Activity Income	$ -	$ -	$ -	$ -	$ -	
5180		**Community Services**						
	5181	Community Services	$ 500	$ 500	$ 500	$ 500	$ 500	**C**
5190		**Other Revenue from Local Sources**						
		Fundraising Events	$ -	$ -	$ -	$ -	$ -	
		Donations	$ -	$ -	$ -	$ -	$ -	
		Grants	$ -	$ -	$ -	$ -	$ -	
	5191	Rentals	$ -	$ -	$ -	$ -	$ -	
	5192	Gifts	$ -	$ -	$ -	$ -	$ -	
	5195	Prior Period Adjustment	$ -	$ -	$ -	$ -	$ -	
	5196	Net Receipts from Clearing Accounts	$ -	$ -	$ -	$ -	$ -	
	5198	Miscellaneous Local Revenue	$ -	$ -	$ -	$ -	$ -	
5199		**Total Local Revenue**	**$ 4,020**	**$ 76,616**	**$ 108,949**	**$ 141,707**	**$ 178,541**	

Budget Assumptions

A Assumed $833 per student starting in Year 2.

B Assumed $5 per student per day for students not qualified for free or reduced lunch times 176 days of attendance.

C Assumed a nominal amount per year to rent the facilites for non-YLC functions.

The Biome
C.1-1: County Revenue Worksheet

Code	Detail		Year 1	Year 2	Year 3	Year 4	Year 5
5230		**Other County Revenue**					
	5237	Other County Revenue	$ -	$ -	$ -	$ -	$ -
5299		**Total County Revenue**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

The Biome
C.1-1: State Revenue Worksheet

Code	Detail		Year 1	Year 2	Year 3	Year 4	Year 5	Budget Assumptions
5310		**Foundation Formula, State Aid**						
	5311	Basic Formula - State Monies	$ 651,753	$ 885,912	$ 1,155,538	$ 1,463,681	$ 1,710,196	**A**
	5312	Transportation						
	5314	Early Childhood (3 & 4 Year Old) Special Education						
	5317	Career Ladder/Excellence in Education Act						
	5319	Basic Formula - Classroom Trust Fund	$ -	$ 29,514	$ 42,426	$ 55,338	$ 70,095	**B**
	5322	Career Education/At-Risk - State Educational and Screening Program						
	5324	Entitlement/Parents as Teachers						
5330		**State Revenue**						
	5332	Career Education - State						
	5333	Food Service - State						
	5337	Adult Education & Literacy (AEL) - State						
	5338	Adult Education Special Literacy Grant						
	5353	Job Development/Customized Training						
	5358	Safe School Initiative Grant						
	5359	Career Education Enhancement Grant						
	5362	A+ Schools Grant						
	5364	eMINTS/METS Classrooms						
	5366	MO Department of Natural Resources (DNR) Energy Loans						
	5367	MO School Age Children's Health Services Grant						
	5369	Residential Placement/Excess Cost						
	5371	Readers for the Blind						
	5372	State Emergency Management Agency (SEMA) Funds						
	5376	Select Teachers As Regional Resource						
	5377	MO Department of Natural Resources (DNR) Energy Grant						
	5381	High Need Fund - Special Education						
	5382	Missouri Preschool Project						
	5397	Other State Revenue						
5399		**Total State Revenue**	**$ 651,753**	**$ 915,426**	**$ 1,197,964**	**$ 1,519,019**	**$ 1,780,291**	

Budget Assumptions

A For Year 1, assumed $7,757 per student (WADA) less a 1.5% sponsorship fee.
For Years 2-5, assumed $7,356 per student (WADA) less a 1.5% sponsorship fee.

B For Years 2-5, assumed $401 per student (ADA).

The Biome
C.1-1: Federal Revenue Worksheet

Code	Detail		Year 1	Year 2	Year 3	Year 4	Year 5	Budget Assumptions
5410-19		**Grants-in-Aid -- Unrestricted, Direct**						
	5411	Impact Aid						
	5412	Medicaid						
	5413	Federal Disaster Assistance						
	5416	Federal Housing						
	5417	Federal Flood Counseling						
	5418	Reserve Officer Training Corps (ROTC)						
5420-59		**Grants-in-Aid - Restricted, Federal Through State**						
	5421	Child Development Associate (CDA) Grant						
	5427	Perkins Basic Grant, Career Education						
	5431	Perkins Tech Prep Grant, Career Education						
	5435	Workforce Investment Act (WIA) - Federal						
	5436	Adult Education & Literacy (AEL) - Federal						
	5441	Individuals with Disabilities Act (IDEA)	$ 9,600	$ 13,800	$ 18,000	$ 22,800	$ 26,640	**A**
	5442	Early Childhood Special Education - Federal						
	5445	School Lunch Program	$ 36,270	$ 52,138	$ 68,006	$ 86,141	$ 100,649	**B**
	5446	School Breakfast Program	$ 23,056	$ 33,143	$ 43,230	$ 54,758	$ 63,980	**C**
	5447	Special Milk Program	$ 2,461	$ 3,538	$ 4,615	$ 5,845	$ 6,830	**D**
	5448	After-School Snack Program	$ 8,237	$ 11,840	$ 15,444	$ 19,562	$ 22,857	**E**
	5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ 66,874	$ 96,132	$ 125,390	$ 158,827	$ 185,577	**F**
	5452	Title I, Part C - Migrant Education						
	5453	Title I, Part B - Student Reading Skills Improbement Grants						
	5454	Title I, Part F - Comprehensive School Reform						
	5455	Title V, ESEA - Innovative Education Programs						
	5456	Title Iv, LIFT Grant						
	5459	Twenty-First Century Grant						
5460-79		**Other Federal Restricted, Through the State**						
	5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities						
	5462	Title III, ESEA - English Language Acquisition and Academice Achievement						
	5463	Education for Homeless Children and Youth						
	5465	Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ 8,819	$ 12,677	$ 16,535	$ 20,945	$ 24,472	**G**
	5466	Title II, Part D, ESEA - Enhancing Education Through Technology						
	5472	Child Care Development Fund Grant						
	5473	National and Community Service Trust Act of 1993						
	5475	AIDS Education Grant						

	5476	Title I, Part B - Even Start Family Literacy					
	5477	Federal Emergency Management Agency (FEMA) Funds					
	5478	Vocational Rehabilitation					
5480-89	**Other Grants-in-Aid-Restricted, Federal**						
	5481	Department of Health Food Service Program					
	5482	Workforce Investment Act (WIA)					
	5483	Head Start					
	5484	Pell Grants					
	5486	Impact Aid, Restricted Purpose					
	5489	Facilities Infrastructure Improvement Grant					
	5492	Title I, Part B - Rural Education Initiative					
	5497	Other Federal Revenue					
		CSP Grant	$ -	$ -			
5499		**Total Federal Revenue**	**$ 155,317**	**$ 223,269**	**$ 291,220**	**$ 368,878**	**$ 431,005**

Budget Assumptions

A Assumed $120 per student per year.

B Assumed $2.88 per qualified student for free lunch, per day.
Assumed $2.48 per qualified student for reduced lunch, per day.

C Assumed $1.85 per qualified student for free breakfast, per day.
Assumed $1.55 per qualified student for reduced breakfast, per day.

D Assumed $0.19 per student (ADA) per day.

E Assumed $0.78 per qualified student for free snack, per day.
Assumed $0.39 per qualified student for reduced snack, per day.

F Assumed $908.62 per student (ADA).

G Assumed $119.82 per student (ADA).

The Biome
C.1-2: Expenditures by Function

		Year 1	Year 2	Year 3	Year 4	Year 5	Budget Assumptions
1100 Regular Programs							
	6100 Salaries	212,000	309,920	415,334	633,681	805,830	
	6200 Benefits	94,340	137,914	184,824	281,988	358,594	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	14,000	16,000	14,000	14,000	14,000	
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	320,340	463,834	614,158	929,669	1,178,424	
1200 Special Programs							
	6100 Salaries	24,000	48,360	100,589	155,231	161,440	
	6200 Benefits	10,680	21,520	44,762	69,078	71,841	
	6300 Purchased Services	13,200	19,200	26,200	36,200	46,200	
	6400 Supplies & Materials	2,000	2,000	2,000	2,000	2,000	
	6500 Equipment	-	-	-	-	-	
	Total Special Programs	49,880	91,080	173,551	262,509	281,481	
2100 Support Services - Pupils							
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	2,080	6,053	6,525	7,065	7,497	
	6400 Supplies & Materials	1,000	1,500	2,000	2,500	3,000	
	6500 Equipment	-	-	-	-	-	
	Total Support Services - Pupils	3,080	7,553	8,525	9,565	10,497	
2200 Support Services - Prof Development							
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	10,000	18,000	21,000	26,000	31,000	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Support Services - Prof Development	10,000	18,000	21,000	26,000	31,000	
2320 Executive Administration Services							
	6100 Salaries	110,000	114,400	168,976	175,735	182,764	
	6200 Benefits	48,950	50,908	75,194	78,202	81,330	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Support Services - Executive Administration Services	158,950	165,308	244,170	253,937	264,095	

2510 Support Services - Business							
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	105,859	124,622	128,040	131,552	135,165	**A**
	6400 Supplies & Materials	20,169	40,338	41,145	41,968	42,807	
	6500 Equipment	5,110	8,514	8,684	8,859	9,036	
	Total Support Services - Business	131,138	173,475	177,869	182,379	187,008	
2540 Operation of Plant Services							
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	27,452	57,686	59,515	61,408	63,367	**A**
	6400 Supplies & Materials	5,769	5,885	6,003	6,122	6,244	
	6500 Equipment	-	-	-	-	-	
	Total Operation of Plant Services	33,221	63,571	65,518	67,530	69,611	**B**
2560 Food Services							
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	70,024	100,660	131,295	166,307	194,317	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Food Services	70,024	100,660	131,295	166,307	194,317	
2660 Technology Services							
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	5,250	10,500	10,710	10,924	11,143	**A**
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Technology Services	5,250	10,500	10,710	10,924	11,143	
Total Expenditures by Function		**781,883**	**1,093,981**	**1,446,796**	**1,908,820**	**2,227,577**	

Budget Assumptions

(A) The budget assumes these costs are fees for contracted services to be determined by The Biome Board of Directors.

(B) The Biome and YLC will operate independently, although the two entities will share the same physical building. The building that The Biome will operate from is the same building that YLC has utilized for the past 11 years, built from the ground up, privately owned by YLC, debt free and fully established. The operating and maintenance costs for this building will be shared by The Biome and YLC on a pro-rata basis, with the percentage of expenses that each entity will be responsible for to be reviewed at least annually and modified if required. The basis for the allocation of expenses

will be an estimate of the actual use of the building by The Biome and YLC. Because YLC is an established entity with an in-place infrastructure, start-up costs for The Biome for items such as furniture, computer hardware and software and other technology items will be minimal. In year 1, the percentage allocation of costs to The Biome is approximately 20%, and in years 2-5 the percentage allocation of costs to The Biome is approximately 50%. The budget assumes that YLC will absorb a larger percentage of costs in the first year of The Biome's operations in order to reduce first year start-up costs and to assist the school in meeting the established reserve requirement. UMSL will provide public oversight by reviewing any lease agreements between The Biome and any third-party vendors as specified within the organization's procurement policy. Any lease agreements will be reviewed annually by The Biome Board of Directors and UMSL to ensure that the expenses related to facility use can be modified if required.

The Biome
C.1-4: Purchased Services

	Year 1	Year 2	Year 3	Year 4	Year 5
1100 Regular Programs	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
1200 Special Programs					
Special Education Services	$ 12,000	$ 18,000	$ 25,000	$ 35,000	$ 45,000
SpedTrak software	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200
Total Special Programs	**$ 13,200**	**$ 19,200**	**$ 26,200**	**$ 36,200**	**$ 46,200**
2100 Support Services - Pupils					
Student Assessments	$ 2,080	$ 2,553	$ 3,025	$ 3,565	$ 3,997
Student Information System (SIS)	$ -	$ 3,500	$ 3,500	$ 3,500	$ 3,500
Total Pupils - Purchased Services	**$ 2,080**	**$ 6,053**	**$ 6,525**	**$ 7,065**	**$ 7,497**
2200 Support Services - Professional Development					
Staff Development	$ 10,000	$ 13,000	$ 16,000	$ 21,000	$ 26,000
Consultants	$ -	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Total Professional Development - Purchased Services	**10,000**	**18,000**	**21,000**	**26,000**	**31,000**
2320 Executive Administration Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
2510 Support Services - Business					
Management Services	$ 88,534	$ 99,973	$ 104,058	$ 108,230	$ 111,497
Teacher Recruiting	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Audit	$ 1,733	$ 3,465	$ 3,534	$ 3,605	$ 3,677
Insurance	$ 6,592	$ 13,184	$ 13,448	$ 13,717	$ 13,991
Marketing	$ 8,000	$ 7,000	$ 6,000	$ 5,000	$ 5,000

Total Business - Purchased Services	**$ 105,859**	**$ 124,622**	**$ 128,040**	**$ 131,552**	**$ 135,165**
2540 Operation of Plant Services					
Management Services	$ 19,476	$ 33,759	$ 35,109	$ 36,514	$ 37,975
Snow Removal	$ 184	$ 551	$ 562	$ 574	$ 585
Recycling	$ -	$ -	$ -	$ -	$ -
Pest Control	$ 252	$ 756	$ 771	$ 787	$ 802
Internet/Phone	$ 636	$ 1,909	$ 1,947	$ 1,986	$ 2,026
Telephone	$ 280	$ 841	$ 858	$ 875	$ 893
Water/Sewer	$ 364	$ 1,091	$ 1,113	$ 1,136	$ 1,158
Waste Removal	$ 387	$ 1,162	$ 1,186	$ 1,209	$ 1,233
Gas	$ 762	$ 2,287	$ 2,333	$ 2,379	$ 2,427
Electric	$ 4,565	$ 13,695	$ 13,969	$ 14,248	$ 14,533
Cell Service	$ 545	$ 1,635	$ 1,668	$ 1,701	$ 1,735
Total Plant Services - Purchased Services	**$ 27,452**	**$ 57,686**	**$ 59,515**	**$ 61,408**	**$ 63,367**
2560 Food Services					
Food Service	$ 70,024	$ 100,660	$ 131,295	$ 166,307	$ 194,317
Total Food Services - Purchased Services	**$ 70,024**	**$ 100,660**	**$ 131,295**	**$ 166,307**	**$ 194,317**
2660 Technology Services					
IT Support	$ 5,250	$ 10,500	$ 10,710	$ 10,924	$ 11,143
Total Technology Services - Purchased Services	**$ 5,250**	**$ 10,500**	**$ 10,710**	**$ 10,924**	**$ 11,143**
Total Purchased Services	**$ 233,864**	**$ 336,721**	**$ 383,285**	**$ 439,456**	**$ 488,689**

The Biome
C.1-3: Staff and Salary Worksheet

Position	Year 1 Headcount	Year 1 Salaries	Year 2 Headcount	Year 2 Salaries	Year 3 Headcount	Year 3 Salaries	Year 4 Headcount	Year 4 Salaries	Year 5 Headcount	Year 5 Salaries
Administrators										
Head of School	1	$ 80,000	1	$ 83,200	1	$ 86,528	1	$ 89,989	1	$ 93,589
Director of Instruction		$ -		$ -	1	$ 50,000	1	$ 52,000	1	$ 54,080
Administrative Assistant	1	$ 30,000	1	$ 31,200	1	$ 32,448	1	$ 33,746	1	$ 35,096
Total		110,000		114,400		168,976		175,735		182,764
Certified Staff										
Regular Ed Teachers	4	$ 172,000	6	$ 268,320	8	$ 372,070	10	$ 483,692	12	$ 603,647
Special Ed Teacher	0.5	$ 24,000	0.5	$ 24,960	1	$ 51,917	1	$ 53,993	1	$ 56,153
Dean of Students		$ -		$ -		$ -	1	$ 60,000	1	$ 61,800
Reading Specialist		$ -	0.5	$ 23,400	1	$ 48,672	1	$ 50,619	1	$ 52,644
Physical Ed Teacher		$ -		$ -		$ -		$ -	1	$ 46,794
Specialist Teachers	1	$ 40,000	1	$ 41,600	1	$ 43,264	2	$ 89,989	2	$ 93,589
		236,000		358,280		515,923		738,293		914,627
Counseling										
Social Worker / Counselor	0	$ -	0	$ -	0	$ -	1	$ 50,619	1	$ 52,644
Non-Certified Staff										
Security/Building										
Facilities		$ -		$ -		$ -		$ -		$ -
Maintenance worker		$ -		$ -		$ -		$ -		$ -
		-		-		-		-		-
Other										
Total Staff and Salaries	**7.5**	**$ 346,000**	**10**	**$ 472,680**	**14**	**$ 684,899**	**19**	**$ 964,647**	**22**	**$ 1,150,035**

The Biome
C.1-5: Year 1 Cash Flow Analysis

		Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Total
Revenues													
5113	Prop C	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5151	Food sales to pupils	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352		$ 3,520
5181	Community Services	$ -	$ -	$ -	$ -	$ 250	$ -	$ -	$ -	$ -	$ 250		$ 500
5311	Basic Formula	$ 65,175	$ 65,175	$ 65,175	$ 65,175	$ 65,175	$ 65,175	$ 65,175	$ 65,175	$ 65,175	$ 65,175		$ 651,753
5441	Individuals with Disabilities Act (IDEA)				$ 1,371	$ 1,371	$ 1,371	$ 1,371	$ 1,371	$ 1,371	$ 1,371		$ 9,600
5445	School Lunch Program	$ -	$ -	$ 3,627	$ 3,627	$ 3,627	$ 3,627	$ 3,627	$ 3,627	$ 3,627	$ 3,627	$ 7,254	$ 36,270
5446	School Breakfast Program	$ -	$ -	$ 2,306	$ 2,306	$ 2,306	$ 2,306	$ 2,306	$ 2,306	$ 2,306	$ 2,306	$ 4,611	$ 23,056
5447	Special Milk Program	$ -	$ -	$ 246	$ 246	$ 246	$ 246	$ 246	$ 246	$ 246	$ 246	$ 492	$ 2,461
5448	After-School Snack Program	$ -	$ -	$ 824	$ 824	$ 824	$ 824	$ 824	$ 824	$ 824	$ 824	$ 1,647	$ 8,237
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ -	$ -	$ -	$ -	$ 6,687	$ 6,687	$ 6,687	$ 6,687	$ 6,687	$ 6,687	$ 26,750	$ 66,874
5465	Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ -	$ -	$ -	$ -	$ 882	$ 882	$ 882	$ 882	$ 882	$ 882	$ 3,528	$ 8,819
	CSP Grant												$ -
	Fundraising												
Total Revenues		**$ 65,527**	**$ 65,527**	**$ 72,530**	**$ 73,901**	**$ 81,720**	**$ 81,470**	**$ 81,470**	**$ 81,470**	**$ 81,470**	**$ 81,720**	**$ 44,282**	**$ 811,090**
Expenditures													
Salaries													
Head of School		$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000		$ 80,000
Director of Instruction		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Administrative Assistant		$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 3,000		$ 30,000
Regular Ed Teachers		$ 17,200	$ 17,200	$ 17,200	$ 17,200	$ 17,200	$ 17,200	$ 17,200	$ 17,200	$ 17,200	$ 17,200		$ 172,000
Special Ed Teacher		$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,400	$ 2,400		$ 24,000
Dean of Students		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Reading Specialist		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Physical Ed Teacher		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Specialist Teachers		$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000	$ 4,000		$ 40,000
Social Worker / Counselor		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Total Salaries		**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**	**$ 34,600**		**$ 346,000**
Benefits													
FICA		$ 2,647	$ 2,647	$ 2,647	$ 2,647	$ 2,647	$ 2,647	$ 2,647	$ 2,647	$ 2,647	$ 2,647		$ 26,469
Pension		$ 5,709	$ 5,709	$ 5,709	$ 5,709	$ 5,709	$ 5,709	$ 5,709	$ 5,709	$ 5,709	$ 5,709		$ 57,090
Health and Other		$ 7,041	$ 7,041	$ 7,041	$ 7,041	$ 7,041	$ 7,041	$ 7,041	$ 7,041	$ 7,041	$ 7,041		$ 70,411
Total Benefits		**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**	**$ 15,397**		**$ 153,970**
Support Services													
Student testing, assessements and Specialists		$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208		$ 2,080
Texts and instructional materials		$ 3,020	$ 3,020	$ 3,020	$ 3,020	$ 3,020	$ 3,020	$ 3,020	$ 3,020	$ 3,020	$ 3,020		$ 30,200

Staff Development		$ -	$ -	$ 3,333	$ -	$ -	$ 3,333	$ -	$ 3,333	$ -	$ -		$ 10,000
Total Support Services		**$ 3,228**	**$ 3,228**	**$ 6,561**	**$ 3,228**	**$ 3,228**	**$ 6,561**	**$ 3,228**	**$ 6,561**	**$ 3,228**	**$ 3,228**		**$ 42,280**

Administration

Salaries		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Benefits		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Management Expense		$ 8,979	$ 8,979	$ 8,979	$ 8,979	$ 8,979	$ 8,979	$ 8,979	$ 8,979	$ 8,979	$ 8,977		$ 89,788
Audit Expense		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,733		$ 1,733
Legal Expense		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100		$ 1,000
Hiring & Background Expenses		$ 26	$ 26	$ 26	$ 26	$ 26	$ 26	$ 26	$ 26	$ 26	$ 26		$ 263
Insurance		$ 659	$ 659	$ 659	$ 659	$ 659	$ 659	$ 659	$ 659	$ 659	$ 659		$ 6,592
Marketing Fees and Materials		$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748	$ 748		$ 7,481
Dues & Subscriptions		$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53		$ 525
Meals		$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53		$ 525
Office Expense		$ 315	$ 315	$ 315	$ 315	$ 315	$ 315	$ 315	$ 315	$ 315	$ 315		$ 3,150
Postage Expense		$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53	$ 53		$ 525
Other		$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32		$ 315
Development		$ 1,103	$ 1,103	$ 1,103	$ 1,103	$ 1,103	$ 1,103	$ 1,103	$ 1,103	$ 1,103	$ 1,103		$ 11,031
Board Meeting Expense		$ -	$ 746	$ -	$ 746	$ -	$ 746	$ -	$ 746	$ -	$ 747		$ 3,731
Staff Meeting Expense		$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8	$ 8		$ 79
Furniture, Fixtures and Equipment		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100		$ 1,000
Software and Licensing		$ 385	$ 385	$ 385	$ 385	$ 385	$ 385	$ 385	$ 385	$ 385	$ 385		$ 3,849
Computer Hardware		$ 184	$ 184	$ 184	$ 184	$ 184	$ 184	$ 184	$ 184	$ 184	$ 188		$ 1,839
Food Service		$ 7,002	$ 7,002	$ 7,002	$ 7,002	$ 7,002	$ 7,002	$ 7,002	$ 7,002	$ 7,002	$ 7,002		$ 70,024
IT Expense		$ 525	$ 525	$ 525	$ 525	$ 525	$ 525	$ 525	$ 525	$ 525	$ 525		$ 5,250
Total Administration		**$ 20,323**	**$ 21,069**	**$ 20,323**	**$ 21,069**	**$ 20,323**	**$ 21,069**	**$ 20,323**	**$ 21,069**	**$ 20,323**	**$ 22,805**		**$ 208,699**

Occupancy Costs

Salaries		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Benefits		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Management Expense		$ 1,948	$ 1,948	$ 1,948	$ 1,948	$ 1,948	$ 1,948	$ 1,948	$ 1,948	$ 1,948	$ 1,948		$ 19,480
Supplies		$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20	$ 20		$ 197
Snow Removal		$ 18	$ 18	$ 18	$ 18	$ 18	$ 18	$ 18	$ 18	$ 18	$ 18		$ 184
Repairs and Maintenance Expense		$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158		$ 1,575
Repairs and Maintenance - Phone		$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39		$ 394
Grounds		$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32		$ 315
Heating and Cooling		$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39		$ 394
Security		$ 21	$ 21	$ 21	$ 21	$ 21	$ 21	$ 21	$ 21	$ 21	$ 21		$ 210
Cleaning		$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39		$ 394
Recycling Expense		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Pest Control		$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25	$ 25		$ 252
Internet/Phone		$ 64	$ 64	$ 64	$ 64	$ 64	$ 64	$ 64	$ 64	$ 64	$ 64		$ 636
Telephone		$ 28	$ 28	$ 28	$ 28	$ 28	$ 28	$ 28	$ 28	$ 28	$ 28		$ 280
Water/Sewer		$ 36	$ 36	$ 36	$ 36	$ 36	$ 36	$ 36	$ 36	$ 36	$ 36		$ 364
Waste Removal		$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39	$ 39		$ 387
Gas		$ 76	$ 76	$ 76	$ 76	$ 76	$ 76	$ 76	$ 76	$ 76	$ 76		$ 762
Electric		$ 456	$ 456	$ 456	$ 456	$ 456	$ 456	$ 456	$ 456	$ 456	$ 456		$ 4,565
Other		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Cell Service		$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54		$ 545
IT Maintenance		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Total Occupancy Costs		**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**	**$ 3,093**		**$ 30,934**

Total Expenditures		**$ 76,642**	**$ 77,388**	**$ 79,975**	**$ 77,388**	**$ 76,642**	**$ 80,721**	**$ 76,642**	**$ 80,721**	**$ 76,642**	**$ 79,123**	**$ -**	**$ 781,883**
Net		**$ (11,114)**	**$ (11,860)**	**$ (7,445)**	**$ (3,487)**	**$ 5,079**	**$ 749**	**$ 4,829**	**$ 749**	**$ 4,829**	**$ 2,597**	**$ 44,282**	**$ 29,208**

NAME	POSITION TITLE
Sheretta T. Butler-Barnes	**Assistant Professor** **Washington University in St. Louis** **St. Louis, MO**

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	YEAR(s)	FIELD OF STUDY
Michigan State University, East Lansing, MI	B.S.	2001	Psychology
Wayne State University, Detroit, MI	M.A., Ph.D.	2001-2007	Developmental Psychology
University of Michigan, Ann Arbor, MI	Postdoctoral Fellowship	2009-2012	Social/Psychological Development of Black Children and Youth

A. Positions and Honors. List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

Research:

1/00-10/00 Research Assistant, Ronald E. McNair Post-Baccalaureate Achievement Program and Summer Research Opportunity Program, Michigan State University, East Lansing, MI

4/02-9/02 Graduate Research Assistant, The David Walker Research Institute, Michigan Sate University College of Urban Affairs, East Lansing, MI

9/01-6/04 Graduate Research Assistant, Child and Family Study Group, Wayne State University Department of Psychology, Detroit, MI

5/03-7/04 Graduate Research Assistant, Upward Bound Educational Program, Oakland University Department of Psychology, Rochester Hills, MI

4/03-8/07 Graduate Research Assistant, North Carolina State University Department of Psychology in the Public Interest, Raleigh, NC

6/04-8/07 Graduate Research Assistant, Wayne State University School of Medicine, Pediatric Prevention Research Center, Detroit, MI

9/07-8/09 Research Associate, High Scope Educational Research Foundation, Ypsilanti, MI

8/09-7/12 National Science Foundation Postdoctoral Fellow, School of Education (Combined Program in Education and Psychology), Center for the Study of Black Youth in Context, University of Michigan, Ann Arbor, MI

Teaching:

2012 Instructor, University of Michigan Seminar, Ann Arbor, MI
Sociology of Urban Education

2001-05 Instructor, Wayne State University Undergraduate Summer Course, Detroit, MI
Statistics and Graphing

2012-14 Human Behavior, George Warren Brown School of Social Work, Washington University in St. Louis, St. Louis, MO.

Butler-Barnes (con't)

2012-13 Social Work Practice with Youth in Families, George Warren Brown School of Social Work, Washington University in St. Louis, St. Louis, MO.

2013-14 Theoretical and Empirical Bases for Children, Youth, and Families, George Warren Brown School of Social Work, Washington University in St. Louis, St. Louis, MO.

Honors:

9/99-10/01 Ronald E. McNair Post-Baccalaureate Achievement Program and Summer Research Opportunity Program Scholar, Michigan State University

2001 Psi Chi National Psychology Honors Society, Michigan State University

2001-07 National Institute of Health (NIH): Initiative for Minority Student Development (IMSD) Program, Wayne State University

2008 National Institute of Mental Health (NIMH) Leadership Training Institute, Bethesda, MD

2010-12 SBE (Social, Behavioral, Economic) National Science Foundation Minority Postdoctoral Research Fellowship

2011-15 National Institute of Health Pediatric Loan Repayment Program Award

Professional Memberships:

2000-Present Member, Society of Research on Child Development (SRCD)

2000-Present Member, Society of Research on Adolescence (SRA)

2008-Present Member, American Educational Research Association (AERA)

B. Selected peer-reviewed publications (in chronological order). Do not include publications submitted or in preparation.

Butler-Barnes, S., Li., X., & Janisse, H. (2010). *Standardized assessment: Developmental challenges of preschoolers & socio-emotional functioning*. Progress in Education, Volume 19, Nova Publishers.

Butler-Barnes, S.T., Chavous, T.M., & Zimmerman, M.A. (2011). Exposure to violence and achievement motivation beliefs: Moderating Roles of Cultural-Ecological Factors. *Race and Social Problems*, 3(2), 63-74.

Butler-Barnes, S.T., Williams, T.T., & Chavous, T.M. (2011). Racial pride and religiosity among African American boys: Implications for academic motivation and achievement. *Journal of Youth and Adolescence*, 41(4), 486-498.

Hurd, N., Sellers, R. M., Cogburn, C.D., Butler-Barnes, S.T., & Zimmerman, M.A. (2013). Racial identity and depressive symptoms among Black emerging adults: The moderating effects of neighborhood racial composition. Developmental Psychology, 49(5), 938-950.

Butler-Barnes, S. T., Chavous, T. M., Hurd, N., and Varner, F. (2013). African American adolescents academic

persistence: A strengths-based approach. Journal of Youth and Adolescence, 42, 1443-1458.

JESSE DIXON

7446 Kingsbury Boulevard (917) 364-6335
Saint Louis, MO jessedixon.mail@gmail.com

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA June 2008

- Ed.M. Education Policy and Management
- Research Assistant for *Achievement Gap Initiative (Dr. Ronald Ferguson)*

Fordham University, Bronx, NY June 2003

- Bachelor of Arts in Sociology Awarded Cum Laude

EDUCATION EXPERIENCE

St. Louis Public Schools **Special Assistant to the Superintendent**
June 2013 - present

- Managing a range of special projects for the superintendent: management of overall district and school improvement planning efforts including drafting and performance management of District Improvement Plan and School Improvement Plans; oversight of federal grant programs including Title I, II, and III, and the federal School Improvement Grant program (SIG); oversight of the design, launch, implementation and oversight of full-time in-school tutoring program serving over 2,000 students; project management of the Teachers Matter Initiative coordinating across departments on a range of new initiatives to retain effective teachers beyond three years; and district liaison for in-district charter school accountability and oversight.
- Responsible for designing and implementing the central office structure for turning around the lowest-performing 8 schools for the district. Duties include managing principal and teacher coaching; reporting structures for school leadership; data management and reporting for state, district, and school improvement.

Massachusetts Department of Elementary and Secondary Education
Office of District and School Turnaround **Acting Director (Contractor)**
October 2010 – June 2013

- Directing state efforts to intervene to the lowest performing (urban) districts and schools with staff of nine. Managing Title I School Improvement Grant (1003g) program ($76mm) and assistance activities for districts (14) and schools (40) declared underperforming. *(Results: after three years, 24 of the 33 underperforming schools achieved significant gains in math and ELA with 14 exiting underperforming status)*
- Responsible for early design, project managing, screening staff, and overseeing implementation of the Race to the Top Turnaround initiatives (totaling $19.6mm): Wraparound Zones to systematically link health and human services with students and families; Turnaround Teachers and Leaders Pipeline to train teachers and principals to the unique challenges of low-performing urban schools; Priority Partners for Turnaround initiative to identify, vet, and make investments for effective vendors to provide school improvement services to more schools; and Turnaround Operator Initiative to identify and attract CMOs and EMOs to 'take over' chronically underperforming schools in Massachusetts.

DESE, Division for Accountability and Assistance **Special Assistant to Deputy Commissioner**
January 2009 – October 2010

- Worked under the Deputy Commissioner to manage the process of redesigning the Commonwealth's accountability and assistance system which included designing state policy for turning around low-performing districts and schools, coordinating relevant state and federal financial resources, facilitating stakeholder feedback and support, and strategic planning to implement state interventions in persistently low-achieving schools.

Education Consulting Experience (Jesse Dixon Consulting, LLC)

- **Massachusetts Department of Elementary and Secondary Education (June 2013 – present):** provide strategic planning support for the Office of District and School Turnaround (ODST) for state takeover of chronically underperforming schools; ongoing project management support for ODST activities post-Race to the Top.
- **Missouri Department of Elementary and Secondary Education (October 2013 – November 2013):** consulting support on communication for a new state system of support structure for classifying and intervening in low-performing districts and schools
- **North Side Community Charter School (October 2012 – April 2013):** facilitated strategic planning process and staff trainings on data-driven instruction and effective use of professional learning communities *(Results: in one year, proficiency rates at North Side went from 20% to 48% in ELA and from 13% to 47% in mathematics)*

JESSE DIXON (cont'd)

- **University of Missouri- St. Louis, Charter School Office (September 2012 – March 2013)**: provide turnaround planning support to five charter schools including root cause analysis, implementation planning, and capacity building for performance management.
- **Saint Louis University, Charter School Office (December 2012 – September 2013)**: design and development of new accountability and assistance processes for SLU-sponsored charter schools
- **United States Department of Education, Implementation and Support Unit (November 2012 – present):** served as "Expert" on state turnaround policy to inform Reform Support Network.
- **Illinois State Board of Education (March 2012 – July 2012):** design and development of a new state system of support structure for classifying and intervening in low-performing districts and schools
- **Cleveland Metropolitan School District (August 2012 – November 2012)**: assisted with the design and development of a four-year implementation plan integrating the various district initiatives underway into an organized and detailed work plan for the purposes of informing a Race to the Top-District application. (Subcontracted through Education First Consulting)

National Presentations

- Presenter, **Implementing Evaluation Systems in Turnaround**, Teacher Quality Center 2012
- Co-Director, **School Turnaround Leaders Summer Institute**, Harvard University- Summer 2012
- Panelist, **School Turnaround 2.0 – How Federal Policy can Support Dramatic School Improvement,** Center for American Progress – June 2011
- Presenter, **SIG Monitoring**, National Network of State School Improvement Leaders – April 2011
- Presenter, **State Role in Turning Around Schools**, America's Promise Alliance 2010 Summit

POLITICAL EXPERIENCE

Office of Massachusetts State Representative Alice K. Wolf **Chief of Staff**
Boston, MA April 2008 – January 2009

- Managed all operations for the Representative from Cambridge, including implementing the legislative agenda, budget priorities, communications, and constituent services in Cambridge and Boston.

New York State Assembly Member Brian Kavanagh (East Manhattan) **Chief of Staff**
New York, NY January 2007 – June 2007

- Directed all operations for a new New York State Assembly office including crafting and implementing the legislative agenda, budget priorities, communications, and constituent services in Albany and Manhattan. Served as senior advisor.
- Recruited, supervised, and trained staff of five for Albany and New York City offices. Acted as liaison to the offices of the Governor, Senators and relevant members of Congress.

New York City Council Member Annabel Palma (South Bronx) **Chief of Staff**
New York, NY September 2005 – June 2007

- Administered all aspects of New York City Council office including constituent services, legislation, policy, and community organizing. Serve as senior advisor to Council Member.
- Supervised and trained staff of seven. Organized staff meetings and human resource management.
- Directed budget process and managed the allocation of grants exceeding $6 million annually for capital projects, youth and community development, and internal Council office budget.

Director of Community Organizing
Bronx, NY January 2005 - September 2005.

- Provided direct service to constituents on issues including eviction prevention, mental health services, school violence and transportation issues, immigrant services, domestic violence, and employment.
- Identified and empowered community leaders to create tenant associations, parent associations, and other bases for community outreach and empowerment.

Citizen Action of New York (Volunteer 2004) **Campaign Director** (2004)

- Directed all operations for a statewide campaign mobilizing New York residents to contact Swing State voters for the 2004 Presidential Election. Trained and supervised staff of four.

- Recruited, trained, and mobilized more than one thousand volunteers to yield more than 800,000 voter contacts throughout the United States.

Personal Interests

- Running, playing basketball, tennis, cooking, and guitar.

Elizabeth (Liz) Gibbons

651 Pearl Avenue, Kirkwood, MO 63122 Mobile: 314.560.3303
lizg651@gmail.com Home: 314.965.2108

OBJECTIVE: To serve students and families seeking quality education in the metropolitan St. Louis area as an advisor or consultant drawing upon my many years of experience committed to optimizing the potential of all students and their chances for success within the public school system.

PROFESSIONAL EXPERIENCE

Characterplus, Cooperating School Districts of Greater St. Louis (*currently* **EducationPlus**)
Director of program committed to developing positive character traits in young people by providing a high quality character education process and resources to schools, homes, and communities. *12/2002 –11/ 2013*

- Grew member school districts from 35 to 78; added 14 independent schools (charter/parochial/private)
- Secured & managed 3 federal research grants totaling more than $6 million
- Responsible for fundraising $1 million annually for budget through dues, development outreach & events
- Fostered & maintained positive relationships with legislators to ensure yearly line item state funding
- Managed staff of as many as 26 employees, 40 volunteers, and annual budget of $2 million
- Research showed **Characterplus** efforts produced higher attendance and test scores among students

St. Louis County Council & County Executive Election Campaigns *1/2001 – 11/2002*
Campaign Coordinator for candidates Skip Mange (Council-elected) & Craig Borchelt (Executive-defeated)

United States Senate, Office of Senator Christopher Bond, *St. Louis, MO* *8/1999 – 11/2000*
Special Projects Coordinator responsible for relationships with small businesses, non-profits & schools

Gwin's Travel, *Kirkwood, MO* *1/1993 – 8/1999*
Vice-President Corporate Sales responsible for growing corporate travel client base

- Acquired & managed 106 accounts totaling $9.7 million in annual sales
- Salesperson of the year 1993 & 1996

Maritz Travel Company, *Fenton, MO* *1/1985 – 12/1988*
Senior Account Executive managing 35 corporate travel accounts & developing new Detroit office
Travel Director on location at resorts managing group incentive travel programs *9/1976 – 8/1978*

- Managed all details on budget, on deadline; solved travel crises; evaluated vendors

Chase Park Plaza Hotel, *St. Louis, MO* *9/1981 – 12/1982*
Sales Representative booking conventions and banquets fulfilling all customer needs

FMI Properties, Inc., *St. Charles, MO* *1/1979 – 9/1981*
Sales Manager increasing corporate sales by 30%, managing marketing staff of 4

- Produced marketing materials & participated in community events for publicity
- Hired, trained, managed and evaluated sales staff

EDUCATION

University of Tulsa, *Tulsa, OK*
Bachelor of Science degree: Major – Recreation, Minor – Business Administration
Kirkwood High School, *Kirkwood, MO*

COMMUNITY

Kirkwood School District, Superintendent's Leadership Council, *Kirkwood, MO* *7/2012 - present*

Maplewood Richmond Heights School District, Volunteer Mentor *9/2013 - present*

- weekly w/ 2 high school transfer students from Riverview Gardens School District

Missouri Community Health Foundation, Secretary, *Jefferson City, MO* *6/2011 - present*

Westminster College Parents Association, Co-President, *Fulton, MO* *9/2007 - 5/2011*

Kirkwood School District Foundation, President *(2000 -2002)*, Member *9/1989 - 9/2004*

University of Missouri Parents Association, Board member, *Columbia, MO* *9/2001 - 5/2005*

Kappa Alpha Theta Sorority, President *(2001 – 2003)*, Member, *St. Louis, MO* *2/1991 - present*

Asthma & Allergy Foundation of America, Executive Board, *St. Louis, MO* *1/1999 - 5/2005*

- Orchid Ball Co-Chair *2001*, Volunteer of the Year *2004*

YMCA, Board member, Volunteer of the Year *1994*, *St. Louis, MO* *1/1992 - 12/1996*

IT SKILLS

Microsoft Office – Word, Outlook, Excel, Power Point; iPhone, Facebook, Linked-in

TIMOTHY J. HOUGHTON

501 Stone Ridge Circle
Kirkwood, Missouri 63122

314.221.2107 (office)
314.966.8214 (home)
houghton@charter.net

SUMMARY

Seasoned business owner and entrepreneur with broad experience in all aspects of buying, running, and selling a successful medium size business. Purchased, grew, and eventually sold a $12 million manufacturing company.

Broad experience as a member of senior management at a Fortune 100 Company.
Responsibilities included management of a multi-plant manufacturing network meeting rigorous quality and profitability requirements. Other responsibilities included strategic planning, growth management, and maintaining positive employee relations in both union and non-union environments.

HOUGHTON ACQUISITION CORPORATION 2001-present

President and Owner of Houghton Acquisition Corp.
Houghton Acquisition makes private equity investments in growing, successful manufacturing companies.

HUTCHINSON FOUNDRY PRODUCTS, INC. Alton, IL. 1992-2001

President and owner of Hutchinson Foundry Products, Inc.
Purchased the assets of Hutchinson Foundry using Capital for Business as the equity partner. Hutchinson is a $12 million per year revenue company which manufactures precision die cast parts for the electric motor industry. With plants in Alton, IL. and Monterrey, Mexico, the Company employs about 120 people.

As the buyer of this leveraged manufacturing company, it was necessary to quickly establish growth and cost reduction strategies to insure debt service capability. We were able to almost double EBITDA within three years and retire all senior debt in the first four years. A second location in Monterrey, Mexico was built in 1998.

We eventually sold Hutchinson to a holding company in Cleveland. I handled the negotiations and managed the transaction process with the buyers, then stayed on as President for three years after the sale.

ANHEUSER- BUSCH COMPANIES, St. Louis, Missouri 1978-1990

Vice President and General Manager 1984-1989
Metal Container Corporation, St. Louis, Missouri
(Subsidiary of Anheuser Busch)

Responsible for all operations, engineering, purchasing, quality, and personnel functions of this $500+ million container manufacturing subsidiary of Anheuser-Busch – 1700 employees.
Company consists of 10 plants throughout the U S producing high volumes of containers supplying app. 25 customer locations. Led period of explosive growth with operations expanding from four to ten plants in a five year period.

Vice President Operations 1983-1984
Metal Container Corporation, St. Louis, Missouri
Responsible for all plants and engineering for network of five manufacturing locations-900employees.

Plant Manager 1982-1983
Metal Container Corporation, Jacksonville, Fl.
Managed company's largest plant-$30 million in sales with 240 employees.

Director of Engineering 1979-1982
Metal Container Corporation, St. Louis, Missouri

COMMUNITY

Ronald McDonald House. Chairman of the $1.5 million Capital Campaign to build the new Ronald McDonald House. Served on the Strategic Planning Board for RMH.

Cardinal Glennon Children's Medical Center. Served on the Board of Governors at Cardinal Glennon for 14 years.

Holy Trinity Catholic Church/School (north St Louis Hyde Park neighborhood).
Served on the Development Board for the school and served as mentor and tutor for primary school students.

Cardinal Ritter College Prep H S. Mentored and tutored high school students.

PROFESSIONAL

St Louis County Regional Growth Capital. Advisory board member.
Saint Louis Private Fund. Board Chairman
MoMoney Investors. Founding member and President.

MILITARY SERVICE

United States Army, Fort Belvoir, Va 1968-1970
Honorable Discharge

EDUCATION

B S Mechanical Engineering, Missouri University of Science and Technology, Rolla, 1968
M B A, University of Wisconsin, Milwaukee, 1978

JAMES F. O'DONNELL III

Mr. O'Donnell is the Senior Partner of O'Donnell Capital Company LLC, a private equity and advisory firm which he founded in 2007. O'Donnell Capital invests in and purchases growing businesses; counsels middle-market businesses on capital strategy and business succession; and advises private equity fund managers.

Mr. O'Donnell previously was head of Capital For Business (CFB), from which he retired after completing twenty years as Chairman and CEO, and twenty-four years with Commerce Bancshares, its affiliate. CFB specialized in venture capital, mezzanine, and leveraged buyout investments. Under Mr. O'Donnell's leadership, CFB closed over sixty transactions, specializing in manufacturing company investments in collaboration with their operating teams. Established in 1959, CFB is one of the oldest private equity firms and Small Business Investment Companies (SBIC's) in the United States.

Prior to his private equity career, Mr. O'Donnell was a commercial banking and real estate executive for leading financial institutions including Commerce Banks, Mark Twain Banks, and The Northern Trust Company.

He formerly served on the Executive Committee and chaired the Finance Committee for the Association of Corporate Growth (ACG), the premier M&A organization for middle market deal makers, with 14,000 members internationally. He is past president and remains a board member of ACG St. Louis, one the oldest and most active of ACG's 55 chapters.

Mr. O'Donnell is past Chairman of the Board of Governors of the National Association of Small Business Investment Companies (NASBIC), the professional and trade association for the SBIC industry.

Currently, he is the (part time) Chief Investment Officer of Regional Growth Capital (formerly The Business Development Fund), and the Saint Louis Private Fund, a collaboration of regional equity investment funds supported by the St. Louis County Economic Council, for financing the expansion and succession of small businesses. He has been an advisor in the formation and development of the funds since the 1994 inception.

Since June, 2012, Mr. O'Donnell has served as a Planning and Zoning Commissioner for the City of Kirkwood. In addition, Mr. O'Donnell is an executive committee and board member of The Missouri Venture Forum, the leading gathering place for entrepreneurs and their backers in the region. He is also a nominating committee and board member of the Youth Learning Center (YLC), the technology and enrichment hub for after-school, urban elementary students.

Prior board affiliations include: the Endowment Board of United Cerebral Palsy Heartland; Missouri Research Corporation, the economic development affiliate of Southeast Missouri State University in Cape Girardeau; the Magic House Children's Museum; Edgewood Children's Center; Civic Entrepreneurs Organization; St. Louis Small Business Development Partnership; St. Joseph Institute for the Deaf; Dem Ma Tec Foundation; The New Theater; University of Missouri-St. Louis Friends Board; and Washington University/Olin School's Center for Experiential Learning (The Hatchery).

Mr. O'Donnell holds an MBA in finance and organizational behavior from the University Of Chicago Booth School Of Business, a BA in psychology from the University of Minnesota, and is a CPA. He is currently an Adjunct Professor in Finance and Entrepreneurship at Saint Louis University, teaching MBA's "Venture Capital and Private Equity", a course which he designed.

Appendix H: Completed Form Appendix 1: Request for Information from Prospective Charter School Board Members

Appendix 1: Request for Information from Prospective Charter School Board Members

I. Background

1. Describe your educational and employment history. You may complete this by attaching a resume.
    a) James F. O'Donnell (JO): See bio
    b) Jesse Dixon (JD): See resume
    c) Sheretta Butler-Barnes (SB): See CV
    d) Liz Gibbons (LG): See resume
    e) Timothy Houghton (TH): See resume

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

    a) JO: True
    b) JD: I affirm that I am at least 18 years old.
    c) SB: Yes
    d) LG: I am over 18 years old
    e) TH: Yes

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

    a) JO: Through our YLC planning process.
    b) JD: I was introduced to the proposed charter school by Laura Millkamp from the Youth Learning Center, whom I had worked with on a prior project.
    c) SB: The opportunity came about through Michele Fontaine who is an employee of the Youth Learning Center.
    d) LG: A former colleague went to work for the Youth Learning Center (YLC) in charge of development. In visiting with her I met Bill Kent, President of YLC. We spent a few times together at lunches and I got to learn more about the future charter school. He then asked that if I would serve on the board.
    e) TH: Through the friendship of Youth Learning Center board members Jim O'Donnell and Judy Ford.

4. Explain why you would live to serve on the board.

    a) JO: Charter schools' success will be highly correlated with their governance level of success.
    b) JD: Having worked with most of the St. Louis charter schools in some capacity, I see this YLC charter school as unique in two important ways that allow is to add significant value to the portfolio of public school options for St. Louis Families:
        - This would represent the only charter school founded by an established neighborhood-based education non-profit with strong roots in the community and a demonstrated track record of significantly advancing student achievement. They already have evidence-based innovative

programming and strong staff in place. This represents an exceptional and promising foundation for a charter school to build from.

- The educational technology and blended learning approach to personalizing instruction represents a promising and exciting innovation in K-12 learning. This would be the only school in St. Louis with such a strong commitment to leveraging technology in such a comprehensive way.

I am interested in serving on this board because I can apply my education administration experience and knowledge while learning with the team the power of these innovative learning tools.

c) SB: To be part of a mission that serves to enrich the lives of children from various demographic backgrounds and to prepare them for careers in the STEAM areas. I see this school as being a leader in STEAM education and a premiere school in St. Louis, Missouri.
d) LG: I am very interested in great educational alternatives for students in failing districts. I also believe in the YLC approach to learning and believe that approach will transfer well to the Biome School.
e) TH: To improve the learning and personal development of deserving children in the disciplines of math and science.

5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

a) JO: I have never served on a school district board. As a community volunteer, I have served on 20 non-for-profit boards. As a businessman, I have served/observed on 40 for-profit boards.
b) JD: I have never served on any board of this type. I have a strong background in implementing education reform initiatives, extensive knowledge of the Missouri charter school context, and a robust network of education experts across the country that we can draw from as challenges and questions emerge.
c) SB:No.
d) LG: I have not served on a school board but have been a founding board member and president of the Kirkwood School District Foundation. I have seen the impact that these organizations can make in students learning. I have also been very active in my children's educational experience as room mother, volunteer, senior celebration organizer; Parents Association board member at both University of Missouri and Westminster College, and served as co-president of the Westminster College association.
e) TH: Boards of Most Holy Trinity School (Hyde Park neighborhood of St. Louis), Ronald McDonald House, Cardinal Glennon Children's Medical Center, and various tutoring and mentoring experiences.

6. What is your understanding of the appropriate role of a public charter school board member?

a) JO: An advocate for learning; independence; free of conflict of interest.

b) JD: To develop and promote the school's mission, vision, and purpose as well as to oversee the finances of the school.
c) SB: To be present at meetings and to collectively work together with the other school board members to ensure success.
d) LG: The board will be responsible for the governance of the school, academic programs and its success, help develop positive community relations, preservation of the educational philosophy, mission statement and is accountable to staff, parents, student, and supporters for maintaining the intent of the Charter.
e) TH: Give strong overall strategic direction toward achieving measurable results by the students.

7. What relevant knowledge and experience will you bring to the board?

a) JO: The experience of the boards described in #5 above.
b) JD: Extensive knowledge of urban education reform through experience as an administrator at the Massachusetts Department of Elementary and Secondary Education, a consultant with the UMSL and Saint Louis University charter school offices, and as the charter sponsor liaison at the St. Louis Public Schools.
c) SB: I will bring my background in research and knowledge about the importance of diversity and inclusion of the student, staff, and faculty body.
d) LG: For the past eleven years I have worked for Cooperating School Districts of Greater St. Louis now known as Educationplus. I ran the Characterplus program which trained educators on how to encourage students, staff and parents to have autonomy, belong and competence. We received a research grant from the federal government and proofed that the Characterplus method could increase students testing by as much as 58% in math and 47% in communications arts. I feel that all the strategies and knowledge learned from my experience at Characterplus will assist with the success of the Biome school.
e) TH: I possess a Bachelor of Science in Mechanical Engineering, a Master's of Business Administration, and I have experience as a business owner and Fortune 500 corporate executive.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? .

a) JO: First year results will show two successful grades (K & 1st) implemented and groundwork provided for K through 6th after four years.
b) JD:
    a. After 1 year: A welcoming culture of high expectations would permeate the building. Observations of classrooms would reveal consistently personalized, rigorous, and engaging instruction. Joy would be evident in the process of learning and in the communication between faculty and students. Teachers would be observed weekly and given growth-producing feedback aligned to their professional and student learning goals. Scientific inquiry would be embedded in multiple disciplines and not treated as a subject unto itself. Students would be active agents in their own learning, and parents would be meaningfully engaged as active partners in their child's learning.
    b. After 4 years: Same thing, but more students and families.

c) SB: A school that is racially and culturally diverse. Inclusive of different teaching styles, with emphasis on STEAM (e.g. opportunities to link with local and national businesses) and branding the mission of the school and YLC STEAM after-school opportunities.
d) LG: Happy confident students that are in a place where they know they are cared about by all staff so they have the optimal learn environment. A school where learning is going on throughout the school and that multiple teaching strategies are used. In four years students will take responsibility for their learning and assist in the running of the school. The school will have a strong service learning component.
e) TH: We will see students who are highly motivated and engaged in learning math and reading, and with test scores at the correct grade levels. We will also see high levels of parental involvement.

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?

a) JO: The Biome will build a strong foundation in literacy and math in grades K-2 in order to prepare students beginning in grade 3 for an accelerated and individualized STEAM curriculum and projects. The Biome's students will graduate from 8th grade on track to thrive in high school and attend and graduate from college.
b) JD: aligned with the 7 core tenets of YLC:
    a. Ensuring a safe and secure learning environment for students and classroom leaders
    b. Delivering rigorous and relevant curricula and instruction
    c. Employing a student-centered, project-based approach to teaching and learning
    d. Infusing technology as a seamless component of students' learning experience
    e. Cultivating a professional environment of continuous learning
    f. Leadership to drive ongoing improvement
    g. Whole-child learning
c) SB: To have an emphasis on STEAM achievement to connect with local businesses that will create effective partnerships and embrace the mission of The Biome.
d) LG: The Biome will offer individualized learning that will prepare students to be smart, confident and creative.
e) TH: The Biome will engage children in high-quality STEAM learning experiences and prepare them for a successful future.

10. Are you familiar with the school's proposed educational program? How would you describe it?

a) JO: Yes. The school's seven core tenets and innovative, research-based educational plan will be on the cutting edge of education. The Biome will use assessments and student results to create an individualized plan of instruction based on STEAM while giving attention to social and emotional needs of children.
b) JD: Yes, consistent with YLC's programming, the educational program will be STEAM-focused and inquiry based.
c) SB: Yes, I believe the focus on STEM is especially important, but adding the arts makes it especially imperative and relative in the today's economy. It is innovative and will be a premiere school in St. Louis, Missouri.
d) LG: Biome is opening with grades K and 1st intentionally because much emphases will be place on laying an excellent foundation in literacy and math at early ages. The school

will focus on Science, Technology, Engineering, Art and Math and offer individualized and challenging instruction. Research based curriculum will be utilized and customized over time by the exceptional staff that will be hired.

e) TH: The school has an emphasis on STEM with added Art elements. The art component represents reading, so the program will teach strong skills in science, technology, engineering, math and reading.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful?

    a) JO: A successful school is one that is data-driven and adapts to changes quickly. A successful school educates children on an individual basis getting for each child what he or she requires. The culture of a successful school is one of continuous learning from not only the students but also the teaching staff and school leader. Every individual within the school (from the Board, to students, to parents) is on the same page with high expectations of themselves and the students.
    b) JD: I worked with MA DESE in defining the "Conditions for School Effectiveness": http://www.doe.mass.edu/apa/ucd/CSE.pdf In the first year, the board will need to perform the functions outlined in CSE #1: Ensure that systems and processes are in place for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways.
    c) SB: Dedicated staff and leadership drive, racial and cultural diversity, classroom size, assessment performance, and to stand out in the state of Missouri as a premiere school.
    d) LG: Happy, confident children. Happy, assured parents, a cohesive staff, excellent test results. Students, Staff and parent have autonomy, belonging and competence. What specific steps do you think the board of education will need to take in the first year or two to ensure that this school is successful? The most important thing that the board is tasked with is the hiring of the best school leader possible. That person will be crucial to the success of the school. The board will need to ensure that the school leader will be able to recognize and motivate an exceptional school staff. The board will need to make sure all of the staff are exceptional teachers and child centered. The financial responsibility that the school to operate within the budget is a critical for the board. The board must be able to come to conscience and have cohesiveness. And the board must be available and show support on an ongoing basis at school and community events and as ambassadors to the general public.
    e) TH: Characteristics include: children are rarely absent or tardy; children enjoy the thrill of achievement of measurable results; children are respectful of teachers, parents, and other students; children feel safe and emotionally nourished; parents are very involved in the school.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.

    a) JO: Tim Houghton is a business colleague and friend.

b) JD: No.
c) SB: No.
d) LG: No.
e) TH: Jim O'Donnell – business associate and friend.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

    a) JO: From the YLC board, I have a relationship with the YLC staff, some of whom may be involved in the charter school.
    b) JD: No.
    c) SB: No.
    d) LG: No.
    e) TH: None.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

    a) JO: No.
    b) JD: No.
    c) SB: No.
    d) LG: No.
    e) TH: None.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.
    a. JO: N/A
    b. JD: N/A
    c. SB: N/A
    d. LG: N/A
    e. TH: N/A

16. If the school does not intend to partner with an educational service provider, write "N/A".
    a. JO: N/A
    b. JD: N/A
    c. SB: N/A
    d. LG: N/A
    e. TH: N/A

17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider?
    a. JO: N/A
    b. JD: N/A

c. SB: N/A
d. LG: N/A
e. TH: N/A

18. If the school does not intend to partner with an educational service provider, write "N/A".
    a. JO: N/A
    b. JD: N/A
    c. SB: N/A
    d. LG: N/A
    e. TH: N/A

19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
    a. JO: No.
    b. JD: No.
    c. SB: No.
    d. LG: No.
    e. TH: None.
20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
    a. JO: No.
    b. JD: No.
    c. SB: No.
    d. LG: No.
    e. TH: None

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family)?

    a) JO: I would oppose it.
    b) JD: Bring it up in a Board meeting and discuss details and implications.
    c) SB: Speak with all Board members at a meeting to discuss details and come to a resolution. Self-dealing would not be tolerated and would be rectified immediately.
    d) LG: Bring all members to the table including persons of concern. Discuss the matters at hand and develop a solution that everyone can buy in to. All decisions made should be in the best interest of the students and our school.
    e) TH: Not acceptable. I would demand board members' immediate resignation and eliminate any 'arrangements' that existed.

June 12, 2014

To whom it may concern:

This letter serves as acknowledgement that members of The Biome Board of Directors have undergone a criminal background check with the Missouri State Highway Patrol, as well as a background check with the Family Care Safety Registry. Names for which confirmations were received to date are included below.

- Sheretta Butler-Barnes
- Jesse Dixon
- Elizabeth Gibbons
- Timothy Houghton
- James F. O'Donnell

Sincerely,

Bill Kent, Jr.
President & CEO

4471 Olive Street • St. Louis MO 63108 • Ph: 314.531.9916 • Fax: 1.866.737.4308

Item	Action	Responsibility	Due Date	Status
Immediate Tasks (Immediately and up to one week of the decision to close):				
1	**Establish Transition Team and Assign Roles** A team dedicated to ensuring the smooth transition of students and staff and to close down the school's business. Team to include (at a minimum): • The Biome Board Chair; • The Biome President/CEO; • The Biome Head of School; • The Biome Director of Operations; and, • Lead person from sponsoring organization (UMSL)	The Biome Board Chair	Within one week of decision to close	
2	**Assign Transition Team Action Item Responsibilities** Distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure action item. • The Transition Team will move quickly to establish a Student Transition Plan that focuses on enrolling students in a new, appropriate school. The Plan will establish clear deadlines for key activities and will not be considered complete until every student has been enrolled in a new school. • A School Closure Coordinator will be designated so that families, staff and other stakeholders have access to a direct line of support that can provide guidance through the transition.	The Biome Board Chair	Within one week of decision to close	
3	**Press Release** Create and distribute a press release that includes the following: • History of school; • Reason(s) for school closure; • Briefly outline of support for students, parents and staff; and, • Contact information for The Biome Closure Coordinator.	The Biome President/ CEO	Within one week of decision to close	
4	**Initial Closure Notification Letter: Parents & School** Distribute letter to faculty, staff and parents outlining: • Reason(s) for school closure; • Initial timeline for transition; and, • Contact information for School Closure Coordinator.	The Biome President/CEO	Within one week of decision to close	
5	**Initial Closure Notification Letter: State & Local Agencies** Letter to the State Board of Education and local school districts (as necessary to inform local district for purposes of enrolling students from the closing school) to include:	The Biome President/CEO	Within one week of decision to	

	• Notification materials distributed to faculty, staff and parents; • Reason(s) for school closure; and • Copy of any termination agreement(s) (if applicable).		close	
Ongoing Activities (Through completion of the closure process):				
6	**Continue Current Instruction** Continue instruction under current education program per The Biome charter contract until end of school calendar for regular school year.	The Biome Head of School	Ongoing until end of classes	
7	**Continue to Administer MAP Tests** Continue to administer MAP tests in accordance with regulations and policies.	The Biome Head of School	Ongoing until end of classes	
8	**Board Communication** Provide advance copies of all meeting agendas, minutes, financials, all supporting documentation for Board minutes, and all documents as outlined throughout this Checklist.	The Biome Board Chair	Ongoing until completion of dissolution	
9	**Maintain Insurance** The Biome's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The Biome will: • Maintain existing insurance coverage until the disposal of such assets under the school closure action plan; • Continue existing insurance for the facility and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of other assets are sold; • Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.); • Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school.	The Biome Director of Operations	Ongoing until completion of dissolution	
10	**Reporting of Financial Condition** The Biome will prepare the following financial documents on a monthly basis as of the close of the following month until finalization of closure • A current balance sheet as of the month just ended before the closure decision; • A current income statement as of the month just ended before the closure decision; and, • A month-to-month cash flow statement to operate the school through the closure date which accounts for the full disposition of assets.	The Biome Director of Operations	Ongoing until completion of dissolution	
Pre-Closure Tasks (Within 30 days of the decision to close):				
11	**Establish Use of Reserve Funds**	The Biome	Within 30 days	

	Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities: • Retirement systems; • Teachers and staff; • Employment taxes and federal taxes; • Audit preparation; • Private creditors; and, • Overpayments from DESE.	Board Chair	of decision to close dissolution	
12	**Parent/Guardian Closure Transition Letter** The Biome will distribute a letter with detailed guidance regarding transition plan. Notification will include, but not be limited to: • Date of the last day of regular instruction; • Cancellation of any planned summer school; • Date(s) of any planned school choice fair(s); • Listing of the contact and enrollment information for charter, parochial, public and private schools in the area; • Information on obtaining student records before the end of classes; • Date for upcoming parent/guardian closure meeting; and, • Contact information for The Biome School Closure Coordinator.	The Biome President/CEO	Within 15 days of decision to close	
13	**Convene Parent/Guardian Closure Meeting** Include the following discussion points: • Provide overview of closure decision; • Provide calendar of important dates for parents; • Provide specific remaining school vacation days and date for end of classes; • Present timeline for transitioning students; • Present timeline for closing down of school operations; and, • Provide contact information for The Biome School Closure Coordinator.	The Biome President/CEO	Within 30 days of decision to close	
14	**Employees and Benefit Providers** The Biome will establish an employee termination date and: • Notify all employees of termination of employment and/or contracts (include in Staff/Faculty Closure Transition Letter); • Notify benefit providers of pending termination of all employees; • Notify payroll processor of pending closure of the school; • Notify employees and providers of termination of all benefit programs contracts (include in Staff/Faculty Closure Transition Letter); and	The Biome Director of Operations	Within 15 days of decision to close	

	• Terminate all benefits programs as of the last date of service in accordance with applicable law and regulations (e.g., COBRA).			
15	**Staff/Faculty Closure Transition Letter** The Biome will distribute a letter which outlines transition plans and timelines for staff, including but not limited to: • Commitment of school's board to transitioning staff; • Commitment to positive transition for children into new educational settings; • Any transition to new employment assistance board anticipates providing (such as job fairs); • Timelines for compensation and benefits; • Timelines for outstanding professional development issues; • COBRA information; • Processing of year-end tax documents (W-2's, 1099's, etc.) • Pertinent licensure information; • Date for upcoming staff/faculty closure meeting; and, • Contact information for The Biome School Closure Coordinator.	The Biome Board Chair & President/CEO	Within 15 days of decision to close	
16	**Convene Faculty/Staff Meeting** Include the following discussion points: • Commitment to continuing coherent school operations throughout closure transition; • Plan to assist students and staff by making closing as smooth as possible; • Reasons for closure; • Timeline for transition details; • Compensation and benefits timeline; and, • Contact information for The Biome School Closure Coordinator.	The Biome Board Chair & President/CEO	Within 30 days of decision to close	
17	**Notify Agencies/Organizational Partners** Agency notifications will include (at a minimum): • Missouri teacher retirement system; • Organizations and/or institutions with which the school has partnered	The Biome Director of Operations	Within 30 days of decision to close	
18	**Notify Contractors/Vendors** The Biome will formulate a list of all contractors and vendors with contracts in effect and: • Notify them regarding school closure and cessation of operations; • Instruct contractors and vendors to make arrangements to remove any property from the school by a date certain (copying machines, water coolers, other rented	The Biome Director of Operations	Within 30 days of decision to close	

	property); • Retain records of past contracts as proof of full payment; and, • Maintain telephone, gas, electric, water, insurance, Directors and Officers liability insurance long enough to cover the time period required for all necessary closure procedures to be complete			
19	**Notify Creditors and Debtors** The Biome will formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor and: • Solicit from each **creditor** a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations. • Contact all **debtors** and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.	The Biome Director of Operations	Within 30 days of decision to close	
20	**Audit Engagement** The Biome will engage, by a vote of the board, an **independent** auditor subject to DESE approval, to conduct a final close-out audit of the school. The Biome will submit a signed and dated copy of the engagement letter to DESE along with an estimated timeline for the start and completion of the audit.	The Biome Board Chair & President/CEO	Within 30 days of decision to close	
Post-Closure Tasks (Within one week to 120 days after the last day of instruction):				
21	**Final Report Cards** After the last day of instruction, The Biome will: • Compile all student records and final report cards; • Provide parents/guardians with copies of final report cards and notice of where student records will be sent with specific contact information	The Biome Head of School	Within one week after the last day of instruction	
22	**Archival and Transfer of Student Records** The Biome will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include: • Grades and any evaluation; • All materials associated with Individual Education Plans or 504s; • Immunization records; and, • Parent/guardian information	The Biome Head of School	Within 30 days after the last day of instruction	

23	**Payroll and Employment Verification Reports** The Biome will provide a list of all payroll reports including taxes, retirement or adjustments on employee contracts as well as employment verification report to each employee, including: • Evidence of having made payment and arrangements for the timely and complete processing of all payroll documentation (W-2's, 1099's, etc.). Evidence of such will consist of a signed and dated assurance from the provider. • An employment verification report to each employee at the end of their employment which includes the dates that the individual worked at the school, the position(s) held (including grade and subject taught if a teacher), and salary history.	The Biome Head of School	Within 30 days of the last day of instruction	
24	**Itemized Financials** The Biome will review, prepare and make available: • Fiscal year-end financial statements; • Cash analysis; • List of compiled bank statements for the year; • List of investments; • List of payables (and determinations of when a check used to pay the liability will clear the bank); • List of all unused checks; • List of petty cash; • List of bank accounts; and, • List of all payroll reports including taxes, retirement or adjustments on employee contracts • Additionally, collect and void all unused checks as well as close accounts once transactions have cleared.	The Biome Director of Operations	Within 30 days after the last day of instruction	
25	**Final Reporting** The Biome School will submit any and all final reports and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.	The Biome Head of School	Within 60 days of the last day of instruction	
26	**Conduct an Inventory and Plan for Disposition of Assets** The Biome will plan for the disposition of all assets, property, and inventory, including assets purchased with federal and Missouri State funds. Specifically, The Biome School will: • Create a fixed asset list segregating Missouri State and federal dollars;	The Biome Director of Operations	Within 60 days of the last day of instruction	

	• Note source codes for funds and price for each purchase; • Establish fair market value, initial and amortized for all fixed assets; • Ensure that all liabilities and obligations of the School are paid and discharged to the extent of the School's assets; and, • Ensure that any unobligated assets be returned to DESE.			
27	**Documenting the Disposition of and Transfer of Corporate Records** The Biome's Board will maintain all corporate records related to: • Employees (background checks, personnel files); • Loans, bonds, mortgages and other financing; • Contracts; • Leases; • Assets and asset sales; • Grants (records relating to federal grants must be kept in accordance with 34 CFR 8042.) • Governance (minutes, by-laws, policies); • Accounting/audit, taxes and tax status; • Employee benefit programs and benefits; and, • Any items provided for in the closure action plan	The Biome Board Chair	Within 60 days of the last day of instruction and ongoing	
28	**Audit** The Biome must submit a final closeout audit (by an independent CPA firm or Missouri State auditor, as determined by statute), which documents disposition of all liabilities.	The Biome President and CEO	Within 120 days of the last day of instruction	

The Biome

Performance Contract 2015 – 2020

The Performance Contract for The Biome presented on the following pages addresses both academic and non-academic areas of accountability.

Academic and Attendance Achievement Targets:

The following description of academic goals assumes that the current state accountability structure and system (MSIP 5) are in place through 2019-20. We understand that new state assessments may be in place before that time, and we would re-calibrate the school's academic achievement goals based on those new assessments as necessary. The following outlines the annual academic and attendance achievement targets from 2015-16 through 2019-20, following students through their 5th grade year:

Table 1. The Biome End of Year Academic Achievement Targets for All Students (MSIP 5-Aligned)

	Measure	2016	2017	2018	2019	2020
1.1	Academic Achievement: MPI Score in ELA & Math			345	360	375
1.2	Subgroup Achievement: MPI Score in ELA & Math			345	360	375
1.7	% of Students Attending 90% of the time	90%	90%	90%	90%	90%
1.8	Overall APR					At least 70%

** Note: Given that state MAP testing begins in Grade 3, it will be necessary to use formative and benchmark assessment data to set public accountability targets for grades K-2 using assessment tools such as Aimsweb, Fountas & Pinnell (F&P) Benchmark Assessment System (BAS), and curriculum assessments.*

Educator Support Targets: High-quality teaching is the single most important variable impacting student learning. Having high-quality classroom leaders throughout elementary school can substantially offset or even eliminate the disadvantage of socio-economic background. In order to ensure alignment with DESE's Model Educator Evaluation System, each classroom leader will be evaluated using the Teacher Evaluation Protocol. We will report annual educator support targets including the following:

Table 12. The Biome Annual Educator Support Targets

Educator Support Target	Annual % of Classroom leaders who meet the target
% of classroom leaders whose AIS score improves annually	90%
% of classroom leaders with improved AIS scores that are retained	90%

School Climate and Culture Targets: A critical component of successful schools emanates from establishing a consistent culture of high expectations and a climate characterized by safety and respect. A growing body of research is showing us that a high-quality school culture is critical to the success of urban charter schools. Every year, The Biome will administer a student perception survey using items from the Tripod Survey, an instrument developed by Dr. Ronald Ferguson at Harvard University. We will prioritize Tripod Survey items that correlate most strongly with student learning gains to ensure that items have been adapted for different grade levels if necessary (K-2 students have been able to respond to Tripod Survey questions with good reliability). A selection of sample school climate and culture items is presented in Table 2.

Table 2. Sample School Climate and Culture Survey Targets

Sample Culture and Climate Questions	% of Students who Agree
My teacher in this class makes me feel that s/he really cares about me	70%
Students in this class treat the teacher with respect	75%
My teacher has several good ways to explain each topic that we cover in this class	75%
My teacher explains difficult things clearly	75%
In this class, we learn a lot almost every day	75%
In this class, we learn to correct our mistakes	75%
I like the way we learn in this class	75%
My teacher respects my ideas and suggestions	70%
My teacher checks to make sure we understand what s/he is teaching us	80%
The comments that I get on my work help me understand how to improve	70%

Parent Involvement Targets: There is overwhelming evidence that parent involvement can make a significant difference in student achievement. The Biome will administer an annual survey that incorporates research-based items from the National Parenting Center, *Epstein's Model of Parent Engagement*, and other proven resources for collecting parent perception and participation data. Specifically, we will explore how, and to what extent, our annual family visits are influencing parents' perception of the school and the relationship between parents and school/classroom leaders. While data from parents will be collected in an ongoing and formative basis, we will set goals according to other engagement criteria. Table 3 provides a sample of targets.

Table 3. Sample Annual Parent Engagement Survey Targets

Parent Engagement items	% of Parents who Agree
The school has high expectations for my child	85%
My child is learning what he or she needs to know to succeed in later grades	85%
The school clearly communicates the expectations for my child's learning to me and my child	85%
I am satisfied with the response I get when I contact my child's school with questions or concerns	85%
The school keeps me informed about my child's academic progress	85%
My child is safe at school	90%

Over the five year length of this contract, The Biome and UMSL's Charter School Office reserve the right to adjust specific targets for each goal based on actual yearly outcomes.

UMSL's Charter School Office agreed to the contract terms on _____.

The Board of Directors of The Biome approved this contract on June 13, 2014.

_____ _____

Signature **Date**

Bill Mendelsohn
Director: Charter Schools and Partnerships
UMSL – College of Education

The Biome
Procurement Policies and Procedures

1. Purpose of procurement standards. The purpose of these standards is to establish procedures for The Biome for the procurement of supplies and other expendable property, equipment, real property and other services.

2. Code of conduct. No employee, officer or agent shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. Such a conflict would arise when the employee, officer or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in the firm selected for an award. The officers, employees, and agents of The Biome shall neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to sub-agreements except where the financial interest is not substantial or the gift is an unsolicited item of nominal value. Members of The Biome's Board of Directors shall comply with all relevant fiduciary duties, including those governing conflicts of interest, when they vote upon matters related to procurement contracts in which they have a direct or indirect financial or personal interest. Officers, employees, directors and agents of The Biome shall be subject to disciplinary actions for violations of these standards.

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3. Sponsor's role/responsibility. Based on CSR 5, CSR 20-100-260 Standards for Charter Sponsorship, The Biome's sponsor, UMSL, shall provide oversight of the procurement policy and process.

4. Competition. All procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open and free competition. The Biome shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, and invitations for bids and/or requests for proposals shall be excluded from competing for such procurements. Awards shall be made to the bidder or offer or whose bid or offer is responsive to the solicitation and is most advantageous to The Biome, price, quality and other factors considered. Solicitations shall clearly set forth all requirements that the bidder or offer or shall fulfill in order for the bid or offer to be evaluated by The Biome. Any and all bids or offers may be rejected when it is in The Biome's interest to do so. In all procurement The Biome shall avoid practices that are restrictive of competition. These include but are not limited to:

(a) Placing unreasonable requirements on firms in order for them to qualify to do business,

(b) Requiring unnecessary experience and excessive bonding,

(c) Noncompetitive pricing practices between firms or between affiliated companies,

(d) Noncompetitive awards to consultants that are on retainer contracts,

(e) Organizational conflicts of interest,

(f) Specifying only a brand name product instead of allowing an equal product to be offered and describing the performance of other relevant requirements of the procurement, and

(g) Any arbitrary action in the procurement process.

5. Methods of Procurement to be followed.

(a) Procurement by small purchase procedures. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies or other property that do not cost more than the "Simplified Acquisition Threshold" fixed at 41 U.S.C. 403(11) (currently set at $100,000) and where procurement by sealed bid is not required. If small purchase procedures are used, price or rate quotations shall be obtained from an adequate number of qualified sources to insure that the selection process is competitive in accordance with these policies.

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(b) Procurement by sealed bids (formal advertising). Bids that are publicly solicited and a firm fixed-price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price.

(i) The sealed bid method is the preferred method for procuring construction if the following conditions are present:

(A) A complete, adequate and realistic specification or purchase description is available;

(B) Two or more responsible bidders are willing and able to compete effectively for the business; and

(C) The procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally on the basis of price.

(ii) If sealed bids are used, the following requirements apply:

(A) The invitation for bids will be publicly advertised and bids shall

be solicited from an adequate number of known suppliers, providing them sufficient time prior to the date set for opening the bids;

(B) The invitation for bids, which will include any specifications and pertinent attachments, shall define the items or services in order for the bidder to properly respond;

(C) All bids will be publicly opened at the time and place prescribed in the invitation for bids;

(D) A firm fixed-price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost and life cycle costs shall be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and

(E) Any or all bids may be rejected if there is a sound documented reason.

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(c) Procurement by competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids or small purchase procedures. If this method is used, the following requirements apply:

(i) Requests for proposals will be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals shall be honored to the maximum extent practical;

(ii) Proposals will be solicited from an adequate number of qualified sources;

(iii) The Biome shall evaluate responses to its solicitations and select awardees in accordance the procedures outlined in section 5 below ("Procurement Procedures")

(iv) Awards will be made to the responsible firm whose proposal is most advantageous to The Biome with price and other factors considered; and

(v) The Biome may use the competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E)

professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. A procurement process where price is not to be used as a stated selection factor can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services although A/E firms are a potential source to perform the proposed effort.

(d) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source, or after solicitation of a number of sources, when competition is determined inadequate.

(i) Procurement by noncompetitive proposals may be used only when the award of a contract is infeasible under small purchase procedures, sealed bids or competitive proposals and one of the following circumstances applies:

(A) The item is available only from a single source;

(B) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

(C) The funding source specifically authorizes the use of noncompetitive proposals; or

(D) After solicitation of a number of sources, competition is determined inadequate.

(ii) Cost analysis, i.e., verifying the proposed cost data, the projections of the data and the evaluation of the specific elements of costs and profits, is required.

(iii) When using a noncompetitive process The Biome normally would be expected to submit the proposed procurement to the relevant funding source for pre-award.

6. Procurement procedures.

(a) All procurement by The Biome shall comply, at a minimum, with the requirements of subsections (i), (ii) and (iii) below:

(i) Avoid purchasing unnecessary items;

(ii) Where appropriate, an analysis is made of lease vs. purchase alternatives to determine which would be the most economical and practical procurement.

(iii) Solicitations for goods and services provide for all of the following.

(A) A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features which unduly restrict competition.

(B) Requirements which must be fulfilled and all other factors to be used in evaluating the proposal submitted in response to solicitations.

(C) A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.

(D) When relevant, the specific features of "brand name or equal" descriptions that are to be included in responses submitted to solicitation.

(E) The acceptance, to the extent practicable and economically feasible, of products and services dimensioned in the metric system of measurement.

(F) Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient.

(b) Positive efforts shall be made by The Biome to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible. The Biome shall take the following steps to further this goal.

(i) Ensure that small businesses, minority-owned firms and women's business enterprises are used to the fullest extent practicable.

(ii) Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small businesses, minority-owned firms and women's business enterprises.

(iii) Consider in the contract process whether firms competing for larger contracts intend to subcontract with small businesses, minority-owned firms and women's business enterprises.

(iv) Encourage, when practical, contracting with consortiums of small businesses, minority-owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually.

(v) Use the services and assistance, as appropriate and practical, of such organizations as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the solicitation and utilization of small businesses, minority-owned firms and women's business enterprises.

(c) The type of procuring instruments used (e.g., fixed price contracts, cost reimbursable contracts, purchase orders, and incentive contracts) shall be determined by The Biome but shall be appropriate for the particular procurement and for promoting the best interest of the program or project involved. The "cost-plus-a-percentage-of-cost" or "percentage of construction cost" methods of contracting shall not be used.

(d) Contracts shall be made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement. Consideration shall be given to such matters as contractor integrity, record of past performance, financial and technical resources or accessibility to other necessary resources.

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(e) Debarment and Suspension - No contract shall be made to parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding its exclusion status and that of its principal employees.

7. Cost and price analysis. Some form of cost or price analysis shall be made and documented in the procurement files in connection with every procurement action above $2,500 in value. Price analysis may be accomplished in various ways, including the comparison of price quotations submitted, market prices and similar indicia, together with discounts. Cost analysis is the review and evaluation of each element of cost to determine reasonableness, allocability and allowability.

8. Procurement records. Procurement records and files for purchases in excess of the small purchase threshold as fixed at 41 U.S.C. 403(11) (currently $25,000) shall include the following at a minimum: (a) basis for contractor selection, (b) justification for lack of competition when competitive bids or offers are not obtained, and (c) basis for award cost or price.

9. Contract administration. A system for contract administration shall be maintained to ensure contractor conformance with the terms, conditions and specifications of the contract and to ensure adequate and timely follow up of all purchases. The Biome shall evaluate contractor performance and document, as appropriate, whether contractors have met the terms,

conditions and specifications of the contract.

10. Contract provisions. The Biome shall include, in addition to provisions to define a sound and complete agreement, the following provisions in all contracts. The following provisions shall also be applied to subcontracts.

(a) Contracts in excess of the Simplified Acquisition Threshold shall contain contractual provisions or conditions that allow for administrative, contractual or legal remedies in instances in which a contractor violates or breaches the contract terms, and provide for such remedial actions as may be appropriate.

(b) All contracts in excess of the Simplified Acquisition Threshold shall contain suitable provisions for termination by The Biome, including the manner by which termination shall be effected and the basis for settlement. In addition, such contracts shall describe conditions under which the contract may be terminated for default as well as conditions where the contract may be terminated because of circumstances beyond the control of the contractor.

(c) For contracts dealing with construction or facility improvements The Biome shall comply with all requirements imposed by its funding sources (and the government regulations applicable to those funding sources) with regard to construction bid guarantees, performance bonds, and payment bonds.

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(d) All negotiated contracts (except those for less than the Simplified Acquisition Threshold) awarded by The Biome shall include a provision to the effect that The Biome shall have access to any books, documents, papers and records of the contractor which are directly pertinent to a specific program for the purpose of making audits, examinations, excerpts and transcriptions.

(e) All contracts, including small purchases, awarded by The Biome and their contractors shall contain the following procurement provisions as applicable.

(i). Equal Employment Opportunity - All contracts, when funded in whole or part by monies derived from the Federal government (either directly or indirectly), shall contain a provision requiring compliance with E.O. 11246, "Equal Employment Opportunity," as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

(ii). Copeland "Anti-Kickback" Act (18 U.S.C. 874 and 40 U.S.C. 276c) - All contracts in excess of $2,000 for construction or repair, when funded in whole or part by monies derived from the Federal government (either directly or indirectly) shall include a provision for compliance with the Copeland "Anti-Kickback" Act (18 U.S.C. 874), as supplemented by Department of Labor

regulations (29 CFR part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or sub-recipient shall be prohibited from inducing, by any means, any person employed in the construction, completion or repair of public work, to give up any part of the compensation to which he is otherwise entitled. The recipient shall report all suspected or reported violations to the Federal awarding agency.

(iii). Davis-Bacon Act, as amended (40 U.S.C. 276a to a-7) - **When required by Federal program legislation**, all construction contracts awarded by the recipients and sub-recipients of more than $2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a to a-7) and as supplemented by Department of Labor regulations (29 CFR part 5, "Labor Standards Provisions Applicable to Contracts Governing Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the Federal awarding agency.

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(iv). Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333) - All contracts in excess of $2,000 for construction contracts and in excess of $2,500 for other contracts that involve the employment of mechanics or laborers, when funded in whole or part by monies derived from the Federal government (either directly or indirectly), shall include a provision for compliance with Sections 102 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), as supplemented by Department of Labor regulations (29 CFR part 5).

(v). Rights to Inventions Made Under a Contract or Agreement - Contracts or agreements for the performance of experimental, developmental or research work, when funded in whole or part by monies derived from the Federal government (either directly or indirectly), shall provide for the rights of the Federal Government and the recipient in any resulting invention in accordance with 37 CFR part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

(vi). Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended - Contracts and subgrants of amounts in excess of $100,000, **when funded in whole or part by monies derived from the Federal government** (either directly or indirectly), shall contain a provision that requires the recipient to agree to comply with all

applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

(vii). Byrd Anti-Lobbying Amendment (31 U.S.C. 1352) - Contracts for an amount above $100,000, **when funded in whole or part by monies derived from the Federal government** (either directly or indirectly), shall include a certification by the contracting parties that they have not and will not use Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352, and to further require disclosure of any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.

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