

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

CONSIDERATION OF COMPLIANCE OF CHARTER SCHOOL PROPOSAL:
HAWTHORN LEADERSHIP SCHOOL FOR GIRLS

STATUTORY AUTHORITY:

Section 160.400, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri Legislature authorized establishment of charter schools in the Kansas City 33 and St. Louis City School Districts. The Department of Elementary and Secondary Education 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 Washington University for a term of five (5) years. Hawthorn Leadership School for Girls anticipates opening within the boundaries of the St. Louis Public School District for the 2015-16 school year. Hawthorn will be a single-gender public charter school for girls in grades 6 through 12. Section 160.405 3, RSMo, was amended in 2012 allowing charter schools to limit admission based on gender only when the school is a single-gender school. The option of public single-gender education is not currently available in St. Louis. Hawthorn will be the first school of its kind, offering low-income families the opportunity to choose a single-gender education for their daughters. One of the school's focus will be Science Technology Engineering and Mathematics (STEM). Hawthorn has also affiliated with the Young Women's Leadership Network that supports five, highly successful all-girls public schools in New York City and eleven affiliate schools around the country. Hawthorn will open with 160 students in grades six and seven. Additional students will be added during the five-year charter reaching a capacity of 510. The exact location of the school is still being negotiated.

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 Hawthorn Leadership School for Girls to commence operations pursuant to the charter granted by Washington University for five (5) years, effective for the 2015-16 school year.



Washington University in St. Louis

Office of the Vice Chancellor for Students

May 23, 2014

Office of Quality Schools
Missouri Department of Elementary and Secondary Education
205 Jefferson Street; P.O. Box 480
Jefferson City, MO 65102

To Whom It May Concern:

I write to acknowledge the commitment of Washington University in St. Louis to serve as the institutional sponsor for the Hawthorn Leadership School for Girls, a new STEM-focused school that is planning to open in the summer of 2015. We are pleased to serve as the sponsor for the Hawthorn School, we have reviewed and approve of their charter application, and we look forward to this opportunity to work with Hawthorn to provide a high-quality education for girls in St. Louis.

I will join the leadership of the Hawthorn School at the State Board of Education meeting on June 17, 2014 and I look forward to answering any questions you may have about our sponsorship of this important new school.

Sincerely yours,

Robert M. Wild
Associate Vice Chancellor
Charter School Liaison



Give us girls – the time demands
Strong girls, good girls, true girls with willing hands;
Girls whom the world's gold cannot buy,
Girls who possess opinions and a will;
Girls who honor and will not lie
Girls who can stand before the motley crowd
And down its treacherous flatteries without winking
Tall girls, sun-crowned Girls whose voices cry aloud
And give us a challenge to the whole world's thinking.
Mary McLeod Berthune (1926)

Missouri Charter School Application Cover Sheet

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NAME OF PROPOSED CHARTER SCHOOL: Hawthorn Leadership School for Girls

NAME OF NOT-FOR-PROFIT 501 (c) (3) ORGANIZATION THAT WILL HOLD THE CHARTER:
Hawthorn Leadership School for Girls

PRIMARY CONTACT PERSON: Mary Danforth Stillman, Founder

MAILING ADDRESS: P.O. Box 50059 St. Louis, MO 63105

TELEPHONE (PRIMARY): 314-406-6432

EMAIL ADDRESS: mstillman@hawthornschool.org

EDUCATION SERVICE PROVIDER (IF APPLICABLE): N/A

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN): N/A

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED: St. Louis City

INTENDED OPENING SCHOOL YEAR FALL 2015

ENROLLMENT PROJECTIONS

	Grade Level	Projected Enrollment		Grade Level	Projected Enrollment
School Year 1	6 th and 7 th	160	School Year 6	6 th – 12 th	510
School Year 2	6 th – 8 th	232	School Year 7	6 th – 12 th	510
School Year 3	6 th – 9 th	312	School Year 8	6 th – 12 th	510
School Year 4	6 th – 10 th	383	School Year 9	6 th – 12 th	510
School Year 5	6 th – 11 th	448	School Year 10	6 th – 12 th	510

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS 6 TO 12 WITH A PROJECTED TOTAL ENROLLMENT OF 510.

The Hawthorn Leadership School for Girls is a single-sex public charter school for girls in grades 6 through 12. Hawthorn is a college preparatory school with a rigorous academic program. The faculty and staff of Hawthorn establish high expectations for the students in and out of the classroom, and provide the academic and developmental support the girls need to meet those expectations. Young women at Hawthorn are able to reach their highest potential, free from many of the pressures and stereotypes that prevail in today's youth culture.

The School's curriculum incorporates best practices for educating urban adolescent girls, emphasizing collaborative work, project-based exploration and the link between the classroom and the real world. Hawthorn's curriculum is infused with attention to literacy; advanced proficiency in reading, writing, and communicating is essential to students' success in secondary and post-secondary education. Against this backdrop, the School's focus is on STEM – science, technology, engineering and mathematics. We encourage and expect our girls to approach these and other subjects with energy and creativity, a willingness to take risks, and assurances that they can achieve a level of mastery in these subjects. In a single-sex school, the girls are free to tackle these academic areas with gusto and confidence. Students benefit from small class sizes, teachers who are specialists in their area, an innovative curriculum, access to and training in modern technology, and opportunities for hands-on learning in science, engineering and math. This learning also takes place outside of the classroom in fieldwork and in partnership with businesses and organizations in the St. Louis community. Hawthorn girls actively engage in extracurricular activities, exploring new areas and honing their unique talents.

Hawthorn affiliates with the Young Women's Leadership Network ("YWLN") which supports five highly successful all-girls' public schools in New York City and nine affiliate schools around the country. The YWLN model includes Daily Advisory in which a small group of girls meets each day with a faculty advisor. YWLN schools incorporate both a leadership and a health and wellness curriculum. A full time, trained college counselor works with the students beginning in 10th grade. Learning does not stop at the end of the regular school day; girls engage in programming after school and during the summer to strengthen their skills and expand their horizons. Uniforms are required.

An all-girls' school beginning at the 6th grade captures girls as they head into the tumultuous adolescent years. It is at this age that girls often begin to lose some of their earlier confidence and their self-esteem can begin to waver. Middle school girls who once saw themselves as curious and capable students, particularly in math and science, often begin to question their abilities. In a single sex environment, girls can thrive academically and socially, free from the distractions present in a coeducational school. Hawthorn girls have a real sense of belonging to a community that values them for their unique attributes and celebrates their strengths.

The option of public single-sex education is not currently available in St. Louis. Hawthorn will be the first school of its kind, offering low-income families the opportunity to choose a single-sex education for their daughters. Hawthorn will provide its young women with the academic ability, self-esteem, and leadership skills that will enable them to succeed in college and beyond, forging pathways for themselves to bright futures.

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.

Mary D. Stillman
Signature

Founder and President
Title/Role

5.29.14
Date

Mary Stillman
Printed Name

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A.1 Mission, Visions and Goals

Mission:

The Hawthorn Leadership School for Girls provides a safe, nurturing and stimulating environment that enables young women from diverse backgrounds to achieve academic success in a college preparatory program and to become leaders in their communities and professions.

Vision:

The Hawthorn Leadership School for Girls in St. Louis (the “School”) is a single-sex public charter school for girls in grades 6 through 12. The School affiliates with the Young Women’s Leadership Network (“YWLN”), which supports five highly successful all-girls’ public schools in New York City and nine affiliate schools around the country. YWLN schools provide meaningful choices for first generation minority students in urban communities, addressing their academic and developmental needs. Students at Hawthorn are able to reach their highest potential, free from many of the pressures that prevail in today’s youth culture. The School’s approach to learning incorporates best practices for educating adolescent girls, emphasizing collaborative work, project-based exploration and the link between the classroom and the real world. Hawthorn’s Daily Advisory structure provides time to address the holistic needs of the developing adolescent. Our “Girl Power” attitude celebrates each student’s attributes, helping girls maintain a strong sense of self-respect, personal worth, and inner strength. We encourage our students to take pride in their own achievement, but also to support their peers and engage enthusiastically in the life of the School and the wider community. Strong female role models are a constant presence at Hawthorn. School uniforms are required; uniforms remove concerns and competition about fashion, create a sense of unity and belonging within the School, and identify girls as Hawthorn students as they move through the greater St. Louis community.

From the moment they enter the school, Hawthorn girls understand that attending college is an expectation and that it will be a reality for them. A full-time, trained college counselor works with students beginning in their 10th grade year, guiding them and their families through the college application process. Our expectation is that each of our graduates will be ready to meet the demands of higher education with the skills and confidence she has gained at Hawthorn and with a sense of direction and purpose in her future that underlies the determination to complete college.

Hawthorn’s curriculum is infused with attention to literacy; advanced proficiency in reading, writing, and communicating is essential to students’ success in secondary and post-secondary education. Against this backdrop, the School’s focus is on STEM – science, technology, engineering and mathematics. We encourage and expect our girls to approach these and other subjects with energy and creativity, a willingness to take risks, and assurances that they can achieve a level of mastery in these subjects. Because we are a single-sex school, the girls are free to tackle these academic areas with gusto and confidence, without the “dumbing down” that frequently occurs in co-educational classrooms, particularly in math and science. Students benefit from an innovative curriculum, access to and training in modern technology, and opportunities for hands-on learning in science, engineering and math. This learning also takes place outside of the classroom in fieldwork and in partnership with businesses and organizations in the St. Louis community.

The purpose of the charter school is not only to provide equal access to quality education for our own students, but also to have an impact on achieving educational parity for urban youth beyond the walls of the School. We will work in concert with the Missouri Charter Public Schools Association, our peer charter institutions, and the St. Louis Public Schools to collaborate on best practices and share innovations in educating adolescent girls and in developing STEM curriculum.

We will share curriculum and professional development tools with our YWLN affiliate schools. Our membership in the National Coalition of Girls' Schools will provide another context for developing best practices for educating adolescent girls. In addition, we will partner with several businesses and organizations in St. Louis to enhance our students' access to learning experiences, support groups and female mentors.

While preparing for success in college and beyond certainly requires focus, persistence and hard work, a sense of joy should infuse this work. Hawthorn will be the students' second home; a place of growth, discovery, acceptance and sisterhood; a community in which adults provide encouragement and support as well as discipline; a culture based on mutual respect which is a safe haven for adolescent girls; and a place where girls' creativity, exuberance and laughter are welcome.

Five years after opening, Hawthorn will have expanded with our oldest students in their junior year. The girls will understand the high expectations placed on them. Our oldest students will have completed the bulk of their required courses, leaving room for advanced placement courses and electives in their senior year. A full-time college counselor will be on board working with our 10th and 11th graders on college readiness, standardized testing, and other components to prepare them for application to college. The School's faculty will have gained several years of experience at Hawthorn; they will provide continuity in instruction and continuity in relationships with the students. Girls will be engaged not only in academic learning but also in interesting activities outside of the classroom, such as Science Olympiad, chess club, athletics and dance. The School's faculty and students will understand and buy into the ethos of respect for self and others. There will be a strong sense of institutional identity and the older girls will help impart that to the newer students. Parents will have attained a level of comfort and trust with the School. The School will be housed in its permanent facility. Its recruitment process will primarily rely on word-of-mouth. The need for fundraising will be significantly less than in its start up years.

Ten years after opening, Hawthorn will have graduated four classes of girls and our oldest alumnae will be preparing to graduate from college. Hawthorn will have a strong core of dedicated teachers who have been there from the start and who are masters at educating adolescent urban girls. The School will consistently, year in and year out, outperform its peer institutions in standardized test scores and other measures (such as attendance, scarcity of behavior problems, and graduation rates). Hawthorn high school students will hold internships with many St. Louis businesses and civic organizations. Our sports teams will be worthy competitors, our music and art programs will be fully developed, and our partnerships with St. Louis businesses and non-profit organizations will continue to benefit our students and the broader community.

Core Values:

A. Free and Equal Access

Under-resourced families in the city of St. Louis do not have access to an all-girls' public school. Hawthorn will offer a tuition-free option for female students residing in the city (as well as girls who are eligible to attend City of St. Louis public schools under the guidelines of the voluntary transfer program under the enrollment policies set out herein), including students with disabilities and those who are not proficient in the English language. While an all-girls' school is not appropriate or desirable for every girl, it is certainly an option that many families would choose if they could. Girls' schools in St. Louis have a long and proud history; Hawthorn will fit into this tradition but be the first of its kind to be tuition free and have enrollment by lottery. Hawthorn will be nonsectarian in its programs, admissions, employment practices, and all other operations.

B. Single Sex Education

An all-girls' school beginning at the 6th grade captures girls as they head into the tumultuous adolescent years. It is at this age that girls often begin to lose some of their earlier confidence and their self-esteem begins to waver. Middle school girls who once saw themselves as curious and capable students, particularly in math and science, often begin deferring to boys. Thus, the decision to enroll girls beginning in middle school is a decision to get them into an environment where they can thrive academically and socially, free from the distractions of a coeducational environment, as they head into adolescence.

C. Academic Excellence

Hawthorn School is committed to designing and implementing innovative curricula and strategies specifically designed to provide low income, minority girls with an excellent, college preparatory education. Improving literacy skills will be a constant focus. The curriculum and co-curricular activities will emphasize STEM -- areas in which women, particularly minority women, are underrepresented in academia and in the workplace. A single-sex school will provide an environment in which girls will be encouraged and expected to attack these subjects with vigor and confidence. Literature, history, and language will be taught with the same rigor and at the same high level as our science and math courses. Art, music and drama will also be an essential part of the School's curriculum. Our faculty will work across disciplines both horizontally and vertically to create an integrated curriculum. The School will institute block scheduling in its core courses and will have a longer day and longer year than the traditional St. Louis Public Schools.

D. College Readiness

There is a significant dearth of "college-ready seats" in the St. Louis Public Schools. Hawthorn will fill a need in our community for a serious, proven model that prepares young women for college. We know from our affiliate schools that when girls have access to a small, single-sex, academically rigorous school, they succeed. Our students will know that they are expected to attend college and will be given the tools and guidance necessary to meet that expectation.

E. Collaboration/Connection

The School recognizes the importance of collaboration in achieving its goals. Our founding team has worked together to create this vision for an all-girls' charter school in St. Louis. We are collaborating with a highly successful network of public girls' schools to help us achieve our vision. We intend to work closely with our sponsor to gain additional support and expertise in turning this vision into a reality. We will partner with St. Louis businesses and organizations to create strength and depth in our programming as well as for financial support. And, importantly, the School will be an environment that expects and emphasizes collaboration among our teachers and among our students. Our teachers will have time built into their schedules to plan with each other and to develop cross-curricular themes. Our students will sit in pods, rather than rows of desks, and collaborate with each other on individual assignments and longer projects. Students and faculty will work in teams outside of the classroom in sports, robotics, chess and other activities. We will engage in team-building with our faculty and staff during regular retreats and with our students during team-building exercises both at and away from school.

F. Community

The School will itself be a distinct community -- a community of girls who are on a common path to college and who have decided to pursue that path free of the distractions present in a coeducational environment. Our Daily Advisory and low student to teacher ratio foster that community. The faculty and staff will also form their own community. Our teachers will participate in two weeks of curriculum development and preparation every summer. We will also have professional

development and time to work as a team built into our weekly schedule as well as more focused opportunities throughout the school year, including professional development offered through YWLN. Our students will be expected to participate in the classroom and broader school community as actively engaged members. In addition, students will be expected to participate in community service opportunities, regularly taking on leadership roles, throughout the school year and during the summers.

The Hawthorn community will only thrive if there is a clear set of behavioral expectations that our students understand and subscribe to. The School's philosophy is to communicate those expectations to the girls and to help them understand why those expectations are in place. When basic behavior based on respect of oneself and others is in place, girls will be free to participate fully in their school community.

G. Leadership

One of the School's central tenets is preparing girls to be leaders in their communities and professions. Students will have an array of opportunities to try on different leadership roles. Because the School is only girls, it is girls who will fill every formal and informal leadership role, from classroom discussion leader to editor of the school newspaper. Our students will learn by doing, but they will also have the benefit of the Leadership Curriculum developed by YWLN and adapted to the special needs and opportunities at Hawthorn. In addition, we will work with local professional and community leaders to create a presence on campus of role models and mentors.

H. Health and Wellness

Teenage girls must learn the importance of health and wellness, both emotional and physical. We will adopt YWLN's Health and Wellness curriculum and adapt it to our own population of girls. The School will have a full-time certified counselor on staff. We will have consistent programming in fitness and athletics. We will educate the young women about the importance of healthy choices and about taking personal responsibility for those choices. The health and wellness curriculum will regularly include appropriate and substantive teaching about reproductive health. At the heart of this curriculum is the essential element of helping adolescent girls maintain their self-esteem.

Goals:

Hawthorn's goal is for all of our students to move through the middle school years and on to high school. The School will graduate a minimum of 93% of its students in four years from high school and have 100% of our graduates accepted to post-secondary colleges or universities. Hawthorn will achieve at least an 80% APR by the end of year five; for annual benchmarks leading toward this goal, please see section A.7. The School will meet an attendance goal that meets or exceeds that of 90% of the students attending 90% of the time and have at least an 80% retention rate year-to-year.

Hawthorn's academic program will significantly improve our students' academic achievement. This improvement will be measured by scores on all state administered tests; strength of the students' transcripts; high school graduation rates; ACT scores; college admission, financial aid and enrollment rates; and the long-term measure of college completion rates. On each of these measures, we will compare our students' performance to the performance of students in St. Louis Public Schools and to statewide performance standards with a goal of outperforming the local and state averages in all categories.

Affiliation with the Young Women’s Leadership Network:

The School will affiliate with the Young Women’s Leadership Network, a non-profit organization that supports and affiliates with highly successful single-gender secondary schools in New York, Maryland, Illinois, and Texas. Hawthorn School in St. Louis will be the 11th YWLN affiliate school.

The School will benefit from the structures and targeted support that YWLN provides for its network schools and affiliates, which include:

- Consultation and technical support during the application and start-up phase, including drafting of the charter application, facilities selection, budget development, student recruitment, marketing materials, and media relations;
- Support and guidance in the recruitment and hiring of leadership and staff;
- Onsite support from network experts including mentoring for the School’s Executive Director;
- Participation in network professional development;
- Advice on and examples of curriculum scope and sequence as well as appropriate assessment tools;
- Guidance in establishing ongoing systems for accountability and achievement data;
- Scaffolded framework for the Daily Advisory curriculum and Health and Wellness curriculum;
- Guidance in developing curricula that incorporates the “Whole Girl “ approach to teaching and learning and addresses the developmental needs of each student, including best practices for educating girls in a single-sex environment;
- Scaffolded framework for college and career readiness programs, including college advising for every student;
- Access to YWLN’s fundraising models.

Through its affiliation with YWLN, the School will be using a proven educational model with both academic and broader cultural components that result in student achievement. The School will have a connection to fellow educators who can provide guidance and feedback to continuously strengthen the School’s programs. A description of the YWLN model and data reflecting the success on the YWLN schools is attached as Exhibit A.1(a). Hawthorn entered into an agreement with YWLN in November 2013 outlining the School’s relationship with the network. The agreement includes a one-time fee of \$45,000 payable to YWLN over the course of the 2014 calendar year.

A.1.1 Compliance with Nondiscrimination Laws

A single-sex charter school must comply with applicable nondiscrimination laws, including the Equal Protection Clause of the U.S. Constitution and Title IX of the Education Amendments of 1972.

Title IX Regulations:

The now familiar Title IX reads: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” (20 U.S.C. §1681). Non-vocational elementary and secondary schools are exempt from the statute. The Office of Civil Rights within the Department of Education promulgated rules in 2006 allowing public school districts to create single-sex schools as long as enrollment is voluntary and a “substantially equal” single-sex *or* coeducational school is available for members of the excluded gender. These rules exempt public charter schools from the comparability requirement:

(c)(1) Except as provided in paragraph (c)(2) of this section, a recipient that operates a public nonvocational elementary or secondary school that excludes from admission any students, on the basis of sex, must provide students of the excluded sex a substantially equal single-sex school or coeducational school.

(c)(2) A nonvocational public charter school that is a single-school local educational agency under State law may be operated as a single-sex charter school without regard to the requirements in paragraph (c)(1) of this section.

The Missouri General Assembly amended the State's laws governing charter school admissions in 2012 to allow single-sex charter schools. Under the revised Missouri law, "Charter schools may limit admission based on gender only when the school is a single-gender school." (MO Rev. Statute §160.410(3))

Equal Protection Clause:

The Supreme Court addressed the question of the constitutionality of gender equity in single-sex education in *United States v. Virginia*, 518 U.S. 515 (1996). Drawing on precedent established in *Mississippi University for Women v. Hogan*, 458 U.S. 718 (1982),¹ the Court struck down Virginia Military Institute's male-only admission policy as a violation of the Fourteenth Amendment's Equal Protection Clause. In her majority opinion, Justice Ginsburg stressed the unique facts and historical background of women's exclusion. The Court stated that in order to pass constitutional muster, classifications by sex must be "substantially related to an important government interest." Applying this standard, the Court found that Virginia had denied women a unique educational opportunity. The problem was not that Virginia had recognized a difference between women and men, but that it had effectively turned that difference into a disadvantage. The Court held that a law or government policy violates the Equal Protection Clause when it "denies to women, simply because they are women, full citizenship stature — equal opportunity to aspire, achieve, participate in and contribute to society based on their individual talents and capacities." (518 U.S. 515, 532)

While striking down the admission policy at VMI, the Court's decision left considerable room for single-sex programs that are "well-designed programs with clearly stated and non-biased objectives." The case effectively decoupled race from sex and clarified that in the context of gender, separate is not inherently unequal. In fact, the Court noted that differences between men and women "remain cause for celebration" and recognized that school districts may depart from the norm of coeducation provided they have an important governmental interest in mind and the single-sex program is substantially related to that purpose. The Court suggested that "advanc[ing] the full development of the talent and capacities of our Nation's people" would be a justifiably important government interest. (518 U.S. 515, 533-34)

¹ In 1982, the Supreme Court struck down the all-female admissions policy of Mississippi University for Women's school of nursing. The case arose when Joe Hogan was denied admission to the University's school of nursing because he was male. Mississippi's two coeducational programs offering the same nursing degree were 178 and 114 miles from Hogan's home; thus, there was no comparable program available and accessible to Hogan. The Court held that the single-sex admissions policy of the Mississippi University for Women's school of nursing violated the Equal Protection Clause – the state failed to show that providing a unique educational opportunity for females and not for males was substantially related to an important government interest.

Well-designed public school single-sex initiatives were clearly contemplated by the Court in the VMI decision. In her book, Same, Different, Equal, Rosemary Salomone notes that quality single-sex schools “do not imply any inherent deficiencies among the categorically excluded sex, as was the case with VMI, but address the specific educational needs of the included sex.... [T]hese programs attempt to level the playing field rather than exclude on the basis of negative stereotypes.”² Salomone explains:

Single-sex education... benefit[s] only those for whom it is educationally appropriate, similar to gifted and talented programs, special educational services, or English as a second language classes. It merely offers a particular approach to education based on what we know empirically and experientially about the academic, social, and developmental needs of students who fall within certain group norms. At the same time, it does not in and of itself deny other students an appropriate education.

Different treatment therefore does not necessarily imply preferential treatment. ... [D]ifferent treatment merely suggests that single-sex programs may, for whatever reason, provide an environment that is more conducive to learning than coeducation.... The overt and subtle messages convey individual fulfillment and empowerment rather than group deficiency.³

Thus, a single-sex public school does not by definition violate the Equal Protection Clause. Rather, such a school, properly envisioned and executed, meets an important government interest by providing adolescent girls an opportunity to reach their full potential.

Benefits of Hawthorn School’s Single-Sex Environment/Important Government Interest

Hawthorn Leadership School for Girls will provide girls in St. Louis the option of attending a single sex public middle and high school – an option that does not currently exist. Girls at Hawthorn will be free of the distractions often present in a coeducational environment. They will be encouraged to find their own voice and to use it, to take chances and to excel, to meet the high expectations set for them in and out of the classroom, to fill every leadership role, and to be comfortable and confident in a world geared to their particular needs. Attendance at the school is voluntary; girls who attend Hawthorn have opted in to the single-sex program.

A single-sex environment can benefit adolescent girls in a myriad of ways. In their 2003 book, Anita Reznicek and Faith Wilson extol the benefits of all-girls’ education. The authors observe that girls at a single-sex school become more self-reliant, more likely to take risks, to take the chance of being wrong, and to show they are smart. “Girls may not ask for the opportunity to hold a snake, learn carpentry, or construct an electric circuit, but they respond eagerly when given the chance to do so.”⁴ Girls respond to personal connections with teachers and strong female teachers become role models for the girls. The leadership opportunities available to girls in a single sex school enable them to learn to facilitate meetings, develop speaking and listening skills, learn how to motivate people, to practice organizational and long-term planning skills. The curriculum can be designed to appeal to girls as it relates to real life circumstances and problems. The girls develop a strong sense of belonging to their community.⁵

² Salomone, Same Different Equal, Yale University Press (2003), p. 177.

³ *Ibid.*, p. 183.

⁴ Reznicek and Wilson, Educating Our Daughters, St. Teresa’s Press (2003), p. 4.

⁵ *Ibid.*

The increased tendency of girls in a single-sex school to take more healthy risks than girls in coeducational settings is described clearly in a 2009 white paper put out by the Emma Willard School: "What do we mean by risk taking? Calling out an answer in class, trying out for a play or a sport, experimenting in a school club or activity; in short, getting involved in situations that require more self-confidence, bravery, or willingness to fail or appear foolish. Why do you suppose girls don't mind appearing foolish in the presence of other girls? Because they aren't worried about what boys may think. It sounds simple, and it is."⁶

A single-sex school can also provide an environment for girls to focus on academics free from the distractions prevalent in a coeducational school. Ann Tisch, founder of the Young Women's Leadership Network, describes the Young Women's Leadership Schools as places where girls are "valued for their intelligence and not their sex appeal."⁷

The benefits of single-sex education have been found to be most apparent in minority and under-resourced populations. Cornelius Riordan, Professor of Sociology at Providence College, researched the effect of single sex education in African American and Hispanic students. Riordan found the greatest effects of single-sex education were among African American and Hispanic females from low socioeconomic homes. Riordan acknowledged that small school size, strong academic curriculum, and parental selection help explain this, but concluded that the role models, leadership opportunities, diminished youth culture values, affirmative pro-academic parent and student choice are the factors that make single sex education effective:

Disadvantaged students in single-sex schools, compared to their counterparts in coeducational schools, have been shown to have higher achievement outcomes on standardized tests of mathematics, reading, science, and civics. They show higher levels of leadership behavior in school, do more homework, take a stronger course load, and have higher educational expectations. They also manifest higher levels of environmental control, more favorable attitudes toward school, and less sex-role stereotyping.⁸

Riordan found that while the results of single-sex education are apparent for many different types of girls, the positive impacts are even more dramatic for African-American and Hispanic students, who on average score almost a year higher than similar students in coeducational settings. Riordan found "significant" benefits resulting from single-sex schooling for students who are or have been historically or traditionally disadvantaged -- minorities, low and working-class youth, and females (who are not affluent).⁹

An academically rigorous school that delivers strong and favorable outcomes for low-income and minority young women clearly fulfills an important government interest, an essential element in Equal Protection analysis.

⁶ Trudy Hall, "This One's for the Girls" (2013), white paper.

<http://www.ncgs.org/newsandevents/newsArchive.aspx#>

⁷ Salomone, *Same, Different, Equal*, p. 12

⁸ *Ibid.*, p. 226

⁹ Riordan, "The Future of Single-Sex Schools," *Separated by Sex: A Critical Look at Single-Sex Education for Girls* (Washington, D.C.: American Association of University Women Educational Foundation, 1998), 53. Cited in "A Summary of Research on the Benefits of Single Sex Education," Foundation for Education Reform Accountability, www.nyfera.org/?page_id=669.

Hawthorn School's focus on STEM will also serve the government interest in increasing participation in the field by women and minorities. In May 2013, the National Science and Technology Council released its Federal STEM Education 5-Year Strategic Plan. The report highlighted three reasons that the federal government investment in STEM education is critical to the U.S. and its economic future:

- First, the jobs of the future are STEM jobs and the demand for professionals in STEM fields is projected to outpace the supply of trained workers and professionals.¹⁰
- Second, the U.S.'s K-12 system is "middle of the pack" in international comparisons; in a recent "Programme for International Student Assessment" study, 12 countries had higher scores than did the United States in science and 17 had higher scores in mathematics.¹¹
- Third, progress on STEM is critical to building a just and inclusive society. STEM participation and achievement statistics are especially disturbing for women and minorities, who are substantially underrepresented in STEM fields.¹²

Members of racial and ethnic minority groups are projected to become the majority of America's population in the next 30 years. Currently, however, they account for only 28 percent of STEM workers. Women make up nearly half of the total workforce, but they constitute only 24 percent of STEM jobholders.¹³

According to the same report, in 2009-10, African Americans earned only 8.6 percent of all science and engineering bachelor's degrees, including only five percent of all bachelor's degrees in engineering. Hispanics earned seven percent of all bachelor's degrees in engineering and computer and information sciences. In 2009-10, just 18 percent of all bachelor's degrees in engineering and computer and information sciences were awarded to women.¹⁴ In contrast, the National Coalition of Girls Schools reports that three times as many alumnae of single-sex school plan to become engineers.¹⁵

The disparities in access to STEM courses and programs that exist in higher education are also evident at the K-12 level. Data from the Department of Education Office for Civil Rights' Civil Rights Data Collection (CDRC) reveal disparities in access to high-level mathematics and science courses in high school. Notably, of the high schools serving the most Hispanic and African-American students, less than one-third offer calculus, and only 40 percent offer physics. Only 19 percent of all girls taking at least one Advanced Placement (AP) course were enrolled in AP mathematics compared to 26 percent of all boys taking at least one AP course. The stated government interest in improving STEM education and creating a more diverse job force is clear. A single-sex middle and high school

¹⁰ From 2000 to 2010, the growth in STEM jobs was three times greater than that of non-STEM jobs. The Department of Commerce estimates that in the coming years STEM occupations will grow 1.7 times faster than non-STEM occupations. http://www.whitehouse.gov/sites/default/files/microsites/ostp/stem_stratplan_2013.pdf p. vi.

¹¹ Ibid, p. vii.

¹² Ibid. Earning a STEM degree is one important milestone in pursuing a STEM career. Just 2.2 percent of Hispanics and Latinos, 2.7 percent of African Americans, and 3.3 percent of Native Americans and Alaska Natives have earned a first university degree in the natural sciences or engineering by age 24. While women constitute the majority of students on college campuses and roughly 46 percent of the workforce, they represent less than one in five bachelor's recipients in fields like computer science and engineering, and hold only 25 percent of STEM jobs.

¹³ Ibid., p. 32.

¹⁴ Ibid.

¹⁵ <http://www.ncgs.org/CaseForGirls.aspx>

that serves low-income and minority young women and has a strong STEM curriculum will meet that government interest.

A.2 Curriculum and Instruction

Philosophy of Education:

Hawthorn's professionals believe that a school should set high expectations for its students and that, with the right structure and support in place, every student can meet those expectations. At Hawthorn, the expectation is that every girl will attend college and will be engaged in her community. Hawthorn will be a place where girls feel a genuine sense of belonging and where, free of the distractions present in a coeducational environment, they will be able to reach their highest level of achievement.

In an all-girls' school, teachers will tailor the curriculum and instructional methods to best meet the needs of girls. Girls will be engaged in problem solving, collaborative thinking, and creating -- from poetry to computer programs to tangrams. They will be encouraged to take healthy risks. The School's leadership curriculum and health and wellness curriculum are designed specifically for a single-sex environment. Hawthorn believes that each student is a unique individual and that the School should be a place where she can discover her own voice, find her own strengths and be celebrated for her talents, efforts and accomplishments.

Hawthorn's academic expectations are demanding and some of our students will enter the School unprepared to face such demands. The School will employ continual assessment, diagnosis, individualized approaches, differentiated instruction, extended school days and an extended school year, one-on-one tutoring, and other means necessary to support the students and to make sure they are successful.

Curriculum

Hawthorn's curriculum will be designed to ensure that all graduates are eligible for college acceptance. The academic program prepares students for admission to selective colleges and universities and the rigors of college coursework. A school-wide culture of literacy across the content areas is imperative to the success of our students. An ongoing emphasis on literacy (speaking, listening, reading and writing) and preparing students for college level achievement will guide all curriculum planning and development. The School's curriculum will be particularly strong in STEM – science, technology, engineering and math. Lesson plans for math in grades 6 and 7 are attached as Exhibit A.2(a).

Curriculum planning will be a key focus for the Hawthorn leadership team in 2014 and early 2015. The school principal will be hired and will have one year to research successful models and build a cohesive framework that clearly outlines the alignment between curriculum, instruction, and assessment. Hawthorn teachers will receive a curricular framework and model lessons as the launching pad for planning for their classroom instruction.

Multiple strategies of implementing a rigorous curriculum, strong in STEM, will include the use of block scheduling to allow for more in-depth discovery and for time to pull out students to work in small groups or one-on-one with teachers. Students will engage in laboratory work in science class beginning in 6th grade. The School will have modern facilities to enhance learning in the STEM fields. As early as 6th grade, teachers will be specialized in their area of expertise, including science and math. Students will take frequent field trips exposing them to issues relating to science, engineering and technology. Hawthorn intends to partner with many of St. Louis's engineering,

technology, and scientific enterprises to help bring these fields to life for our students. In the higher grades, students will have opportunities for internships with local companies and organizations active in the STEM field. The School will also have a myriad of extracurricular programs designed to engage the girls in STEM work – Lego club, robotics, Science Olympiad, and chess club to name a few.

To qualify for a diploma at Hawthorn, students must complete the following high school courses, earning a passing grade in each course:

4 credits in each of English, Social Studies (which includes .5 Government), Math and Science
3 credits in each of Foreign Language and Physical Education
1 credit in each of Fine Arts and Practical Arts
.5 credit of Personal Finance
.5 credit of Health and Wellness

In addition, Hawthorn will require students to choose a minimum of 3 other electives which will be chosen from Technology, Engineering, Practical Arts and Fine Arts, and to participate in the School's Advisory, Service Learning, and Leadership Curricula. Project Lead the Way credits may satisfy the Practical Arts requirement.

Students are required to score at the Basic, Proficient or Advanced level on the following Missouri End of Course (EOC) Exams: English II; Algebra I, Government, Biology and Personal Finance. Students must also pass the Missouri and the U.S. Constitution exams. The majority of students will have passed all Missouri State exams by the end of 11th grade. In their junior and senior years, students will take Advanced Placement and Honors courses where appropriate and participate in off-site internships. All students will receive library/media, research, and technology skills either as freestanding electives or integrated into the core content areas. Each year students will participate in a mandated service-learning project designed to meet established standards.

All students at Hawthorn will participate in the college application process, taking the PSAT and ACT. The state will cover the cost of the ACT taken during junior year; other test fees will be waived by the testing agency or covered by the School as appropriate. Students will complete college applications and financial aid forms. Hawthorn's goal is to ensure that all of our students have the choice to attend a college or university upon graduation.

Hawthorn students are expected to continue learning throughout the summer months. Hawthorn will provide summer learning packets for all students in all core academic areas. In addition, Hawthorn will provide several opportunities for summer learning, including the School's own summer enrichment program, access to local summer programs, and scholarships to college campuses for academic and enrichment programs.

Curriculum Scope and Sequence

As outlined in the scope and sequence below, the course offerings at Hawthorn will build through a natural learning progression that is both research based and engaging to the students. The middle school years will have a focus on the interdisciplinary core content and real-world problem solving. The curriculum will include thematic units, integrating the core content areas to emphasize connections and applications. The middle years are the time to focus on exploration, thus offerings will be available in world languages, fine arts and practical arts. As students advance to the high school, the curriculum will reflect a

college preparatory curriculum offerings, with opportunities to take Advance Placement courses, select electives based on their interests. The YWLN emphasizes health lifestyles, mentorship, and leadership. The curriculum reflects these values through the offerings in Health and Wellness and Advisor.

MIDDLE SCHOOL- GRADES 6-8

Interdisciplinary Core Content and Real World Problem Solving(Middle school curriculum will use themes, when appropriate, and be integrated across core content areas: science using math, engineering supporting science, literature and social studies connecting history, literature, and writing to units of study)						World Languages	Physical Education/ Health and Wellness***	Middle School Explorations (Courses will be a quarter or semester in length and available during an exploratory period.)		Advisory, Service Learning, and Leadership
Humanities		STEM			Fine Arts			Practical Arts		
	Communication Arts	Social Studies	Mathematics	Science	Technology and Engineering**					
6	English/ Language Arts (see Missouri grade level expectations/ standards)	Cultural Geography and the World	Integrated Mathematics (see Missouri grade level expectations/ standards)	Integrated Science (see Missouri grade level expectations/ standards)	Design and Modeling, Automation and Robotics	Exploration of World Languages	Getting to Know My Body/Fit for Life	Drama, Music, Visual Arts	Computer Applications and Coding	YWLN Curriculum: Voice & Identity
7	English/ Language Arts (see Missouri grade level expectations/ standards)	U.S. History (Columbus to Independence)	Integrated Mathematics (see Missouri grade level expectations/ standards)	Integrated Science (see Missouri grade level expectations/ standards)	Energy and the Environment, Flight in Space, Green Architecture	Greek & Latin Roots	My Changing Body/Fit for Life/Dance	Drama, Music, Visual Arts	Multi-Media and Digital Production	YWLN Curriculum: Relationships
8	English/ Language Arts (see Missouri grade level expectations/ standards)	U.S. History (Independence to the Modern Era)	Integrated Mathematics OR * Algebra I	Integrated Science (see Missouri grade level expectations/ standards)	Science of Technology, Magic of Electrons, Medical Detectives	Spanish I	Healthy Body Image/Fit for Life/Sports	Drama, Music, Visual Arts	Portfolio Design	YWLN Curriculum: Taking Responsibility

* Algebra I in the 8th grade is necessary for students to have the option of Calculus in high school. Algebra I can be counted as a high school credit course.

** There are 8 Project Lead the Way Engineering Modules for Middle School

*** Health and Wellness and Physical Education are integrated throughout the school year.

HIGH SCHOOL- GRADES 9-12

Humanities		STEM				Physical Education/ Health and Wellness	Fine Arts	World Languages	Advisory, Service Learning, Internships, Mentoring and Leadership	
English	Social Studies	Mathematics	Science	Technology Engineering	Practical Arts					
9	Freshman Literature and Composition	World History and Geography (1.0 credit)	Algebra I OR Geometry	Physics First	Project Lead the Way Electives: ○ Principles of Engineering ○ Introduction to Engineering Design ○ Engineering Design and Development	Electives, such as: ○ Culinary ○ Apparel ○ Fashion Design	Body-Brain Connection/ Fit for Life/Sports (1.0 PE)	Electives, such as: ○ Vocal Music ○ Instrumental Music	Spanish I or II	YWLN Curriculum: Transition to High School, Leadership, Career Exploration % Early College
10	Sophomore Literature and Research Composition	World History and Geography (1.0 credit)	Geometry OR Algebra II	Chemistry		Electives, such as: ○ Video Production ○ Webpage Development	*Healthy Relationships (.5 health) Fit for Life/Sports (.5 PE)	○ Visual Arts	Spanish II or III	YWLN Curriculum: Making Choices and Understanding Consequences, Early College Planning, PST Prep
11	African American and European American Literature and Expository Composition	U.S History and Government (.5 credit in social studies and .5 credit in Government)	Algebra II OR Pre-Calculus	Biology		Personal Finance (.5 credit)	Maintaining Our Health/Fit for Life/Sports (.5 PE)		Spanish III or Spanish IV	YWLN Curriculum: It's All About College, ACT Prep, Recommendations, Essays
12	Required English Elective (1.0), such as: ○ Speech/Drama Literature ○ Nonfiction Literature and	Required Social Studies Elective (1.0 credit), such as: ○ African American History	Pre-Calculus OR Math Electives (1.0) such as: ○ Calculus ○ AP Calculus	Required Science Elective (1.0) such as: ○ Physics II ○ AP		Electives (see above)	How to Stay Healthy at College/Fit for Life/Sports (1.0 PE)		Elective: AP Spanish	YWLN Curriculum: Finishing Strong, College Applications & Financial Aid

	<ul style="list-style-type: none"> ○ Composition ○ Multi-cultural Literature and Composition 	<ul style="list-style-type: none"> ○ Economics ○ Sociology ○ AP US History ○ AP World History ○ AP Economics ○ AP Psychology 	<ul style="list-style-type: none"> ○ Statistics 	<ul style="list-style-type: none"> ○ Biology ○ AP Chem ○ Environmental Science ○ Science Research ○ Anatomy and Phys. ○ Space and Planetary Science 						
HAWTHORN AND MISSOURI REQUIREMENTS**										
	4 credits (Hawthorn and Missouri require 4 English credits)	4 credits (Hawthorn requires 3.5 social studies credits, and an additional .5 in Government, Missouri requires 3 social studies credits and an additional .5 in Government.)	4 credits (Hawthorn requires 4 math credits, Missouri requires 3 math credits. Algebra I is a high school credit.)	4 credits (Hawthorn requires 4 science credits, Missouri requires 3 science credits.)	1.5 credit (Hawthorn and Missouri require 1 practical arts credit and .5 personal finance credit. Project Lead the Way courses may satisfy the practical arts credit.)	3.5 credits Phys. Educ. (Hawthorn requires 3 PE credits, Missouri requires 1 PE credit.) .5 Health credit (Hawthorn and Missouri require .5 health credit.)	1 credit (Hawthorn and Missouri require 1 fine arts credit)	3 credits (Hawthorn requires 3 credits, Missouri requires 0 language credits.)		

* “Healthy Relationships” will include Missouri required health content and will count as .5 health credit required for Missouri high school graduation.

** Missouri requires 24 credits for graduation (those set out in the graph above and an additional 7.5 in electives). Hawthorn requires 28 credits (those 25 set out in the graph above and an additional 3 in electives).

Curriculum Planning and Design

As the School's educational leader, Hawthorn's principal will guide the research, selection, and/or design of the curriculum. Access to the YWLN curriculum resources will serve as a primary instrument in development. The principal will engage faculty members and together they will identify and/or design a rigorous curriculum aligned to the Missouri Learning Standards. Hawthorn's curriculum will satisfy Missouri's Grade Level Expectations and Course Level Expectations.

Curriculum development will primarily occur prior to Hawthorn's opening in 2015. The Principal, a strong instructional leader, will be hired one year prior to the school opening and will have curricular and assessment frameworks in place before teachers are hired. The Principal will hire teachers during the spring of 2015 who will begin at least three weeks prior to the beginning of the regular school year. Teachers will engage in curriculum mapping, identification of instructional materials, and lesson design. Articulation of instruction, planning across grades in all core content areas, scaffolding, cohesion, spiraling and the re-emphasis of big skills and big ideas will happen in teams regularly during joint planning periods. Administrators and teachers will review assessment and exit criteria and come to consensus about what each student will know and be able to do by the end of each grade in each subject area.

Communication Arts: Communication Arts teachers will work together to develop a consistent and coherent plan for: vocabulary development, note-taking skills, language structure (grammar), research skills, outline development, essay writing, peer editing rubrics, use of technology, reading and writing skills and loads, assessment tools, and intervention strategies.

In middle school, Communication Arts and Social Studies will be taught through an interdisciplinary Humanities curriculum incorporating the use of primary sources, fiction, textbooks, scholarly articles, poetry and art. The Humanities curriculum will foster an understanding of history with traditional methods as well as historical fiction. Themes covered in the Humanities will include political, economic and social trends in history; the role of geography in shaping the United States; and the role of women and diverse cultures. Students will write in a variety of genres, with guidance through multiple drafts of each essay. Humanities class will include group projects, class debates, oral presentations, and individual research projects. Students will take field trips to local historical sites. Reading, grammar, vocabulary, sentence structure and standard English usage will be a constant focus.

The high school Communication Arts curriculum will focus on major literary texts as the vehicle through which students develop reading and language skills, clarity of expression in oral and written work, and appreciation of characterization, imagery, setting, theme, structure and style. Students will read at least six fictional literary works each year, including at least one Shakespearean play, as well as poetry and non-fiction texts. Assignments in and out of class will include frequent writing and re-writing, honing students' expository and creative writing skills. Students will build habits as effective readers, and continuously improve their fluency in grammatical conventions, language enrichment, descriptive communication, use of digital media, listening skills, and critical thinking skills.

Social Studies: English and Social Studies should have constant points of congruence with teachers planning in parallel. Teachers will reinforce mastery of reading structures, information in context, developing evidence, research skills, and research and writing papers.

The middle school Social Studies curriculum is outlined above in the description of Humanities.

In ninth grade, students will explore U.S. History and Government, including the role of women in U.S. History. They will also be introduced to economics and economic history. Sophomores and Juniors will focus on World History, learning why certain cultures, civilizations, religions and philosophies became extinct while others survived to become the foundations of our modern world. The exploration of history will include geographical, economic and social factors. Students will analyze various forms of conflict and resolution. The Social Studies curriculum will focus on reading a variety of texts, including primary sources and modern literature, and integrate media and technology into the study of history. Students will write on a regular and frequent basis and have longer-term research papers assigned at every grade level. Oral presentations, debate and advocacy projects will be integrated into the curriculum. Field trips to Cahokia Mounds, Grant's Farm, and the Missouri History Museum will enrich the study of history.

Math: Math teachers will incorporate multiple materials, journaling (using the language of math), technology tutorials, multi-step projects, visuals, use of scale, architecture, and engineering. Students will build automaticity, mastery of algorithms, and the ability to think geometrically. Application of best practices for girls in the math classroom will guide teacher practice.

Middle school math teachers will incorporate a variety of learning styles and differentiated instruction into daily lessons designed to improve students' mathematical competence, number sense, and interest level in the subject. Math lessons will include reading and writing about math, group discussions, graphing calculators, game-based technology, and computer programs. Middle school math topics will include number concepts, geometry, measurement, algebraic concepts, statistics, probability, and practical applications. To accommodate the needs of accelerated and struggling students especially, Hawthorn will offer before and after school programs including self-paced software, Mathletes Club, and one-on-one support.

Hawthorn's high school math will emphasize an experiential approach to problem solving. Students will be taught to communicate mathematical content and concepts with sophistication and clarity. Students will be asked to examine and understand the thinking process involved in math and will produce reports during the semester. Four math credits will be required and five years of mathematics will be offered beginning with Algebra I in eighth grade (a high school course). Senior electives will include Calculus and AP Calculus.

Science: Hawthorn's science curriculum will be based on hands-on and inquiry/discovery learning and fieldwork. All science classes have a lab component and teachers will establish a consistent format for lab write-ups. Students will be asked to design and research their own experiments. Non-fiction reading and opportunities to experience nature will supplement Science courses. Hawthorn teachers will work closely with the My Sci Resource Center sponsored by Monsanto and Washington University to enhance the science curriculum. Students will take advantage of the wide variety of science-based St. Louis organizations, including the St. Louis Zoo, Missouri Botanical Gardens, St. Louis Science Center and Planetarium, BJC Hospital, and the Donald Danforth Plant Science Center. In addition, Hawthorn will bring professional minority women in STEM fields into the classroom for seminars.

The middle school curriculum spirals life, physical and earth sciences. Students will approach scientific concepts through guided inquiry, discovery-based learning and hands-on activities. Formal lab reports will be required as well as science fair projects. It is essential that middle school

girls experience the excitement of discovery and their own potential to succeed in the study of science.

All high school students will complete four years of high school science instruction. Each of the fields of study – Physics I, Chemistry, Biology and a required senior elective of Physics II, AP Biology or Chemistry, or Environmental Studies – will focus on generating questions, forming hypotheses, gathering evidence, organizing and analyzing data, and drawing conclusions. Students will incorporate math throughout their study of science.

Foreign Language: Middle school students will be exposed to a survey of world languages with an emphasis on Latin and the Latin roots of the English language. A proven curriculum designed by YWLN will serve as the basis for development of the Hawthorn curriculum in this area. This course will help students understand the roots of English vocabulary as well as providing a basis for their study of foreign language in later years.

Students will begin to study Spanish in 8th grade and continue in that language for a minimum of three years. Students will learn to communicate in written and oral forms. They will also study the culture and geography of the native speaking people. By Junior year, students will be able to speak and function in a Spanish speaking environment.

Required Specials: Electives will be taught across all grades. Project Lead the Way modules will be offered in middle school and as electives in high school and faculty will be certified to lead these modules by Missouri University of Science and Technology. In addition, the practical arts requirement includes computer applications and coding, multi-media and digital production, and webpage design. Other electives include Art, Music, Drama, PE, Dance, Health and Library. Many of these skills will be integrated across the curriculum as well as in individual units.

Instruction

Hawthorn School's teachers will fully understand and support the School's mission and the YWLN model. The School's approach to education will be made clear to teachers during the recruitment process to ensure complete buy-in with the model. Hawthorn teachers will embrace a set of principles:

- Hawthorn School's teachers and administrators support single-sex education as a choice for low-income, urban girls that will help mitigate the effects of generational poverty as well as cultural gender and racial stereotypes by providing a personal and intellectual safe haven for every student.
- Hawthorn School uses whole group, small group, cooperative, blended, inquiry-based, individualized, and outcomes-focused approaches to teaching to best prepare students for postsecondary success and lifelong independent learning.
- The predominant style of pedagogy is "student as worker." Students take full responsibility in their own education and are supported in their efforts to find success.
- Hawthorn School teachers are collaborative and collegial, meeting regularly and frequently to share and plan. Teachers at Hawthorn recognize the importance of being part of a professional learning community and meet regularly to address data, advisory curriculum, grade level, departmental, and college readiness issues.
- The teachers have a sense of ownership in the School and take responsibility for the School's work and outcomes. Teachers model behavior for the students by taking on leadership positions outside of their offices and classrooms.

- Hawthorn School’s professionals see themselves first as student advocates and secondly as subject area specialists. They understand and participate in the Daily Advisory program as an implementation of the “whole girl” approach to education, regularly and clearly communicating high expectations and providing the support needed to meet those expectations.
- Hawthorn School’s teachers develop and implement a rigorous, college preparatory curriculum that is aligned with the Common Core Learning Standards.
- Teachers believe that students’ families are an essential element in achieving academic success and teachers are committed to working with families as partners in the students’ education.
- Hawthorn teachers will engage in professional development in cultural competencies, including skills in counter narratives and recognition of internal oppression.
- Hawthorn School is part of the Young Women’s Leadership Network, a high profile, high performing network of schools. In addition to the oversight from the School’s official sponsor and the Missouri’s Department of Education, Hawthorn professionals anticipate that the School will receive visits from other educators, supporters, politicians, and media on a regular basis. Accordingly, the School’s practices are transparent and open to scrutiny, further adding to the responsibility of every member of the faculty and staff.

Teachers at Hawthorn will be certified in their subject area. When the School is fully developed, its faculty structure will include lead teachers in each content area whose expertise will support instruction in their respective departments. In order to meet the needs of all students, a special education teacher will be on staff and we will seek to hire teachers that are dual-certified in their subject area and in ESL.

Hawthorn teachers will use a variety of inquiry based instructional techniques and learning opportunities rooted in the Universal Design for Learning (UDL). Teachers will differentiate instruction to meet the variety of types and levels of learners in a heterogeneous classroom. Each student brings her own background, strengths, needs and interests to the classroom. UDL provides a flexible approach to teaching and learning with built-in supports and challenges. Teachers identify their goals and the barriers that might interfere with reaching those goals and adjust their lessons accordingly. The UDL approach uses 1) multiple means of representation that presents content using multiple media and supports new vocabulary, 2) multiple means of action and expression, allowing students to express what they know in a variety of ways, and 3) multiple means of engagement providing students with choices to fuel their interest and autonomy and to help them risk mistakes and persist through challenges. Technology will be used in a variety of ways to support instruction across the curriculum.

The school will follow an inclusion model for English Language Learners (ELL’s) and Special Education students. An Individual Education Plan (“IEP”) will be developed for each student diagnosed with a disability. The School will address student needs in a variety of ways – push in, pull out, before and after school; and levels: standards-based curricula, literacy and math coaches, resource room, tutoring, appropriate texts, and computer driven resource materials. Teachers will adapt instruction in all courses based on the student’s IEP.

A sample lesson plan for math at two different grade levels is attached as Exhibit A.2(a).

Individualized Planning

Planning for Hawthorn students will focus on each student's learning plan. For students with disabilities, this is the IEP; however, individualized learning plans ("ILP") will also be in place for all students. Using a broad array of intake data, faculty advisors will lead the process of developing a learning plan for each student. This will include a profile of strengths and needs demonstrated by the student, as well as specific strategies for meeting needs and developing strengths. There will be additional dimensions for English Language Learners, identifying the strategies and programs that will best serve their language needs. For students who are over-age for grade or below proficiency, learning plans will include detailed strategies for credit recovery, and interventions (both academic and social/emotional) necessary get the student back on track.

Student learning plans will remain active documents as faculty and administration will use them to structure and inform planning at a weekly faculty meeting. While advisors will be responsible for taking the lead on development and maintenance of the plan, every faculty member will use the document to inform instruction and drive discussion and co-planning. The plan will also be used as a tool to involve and inform parents and guardians of students' progress. All students will be held to the School's high expectations, regardless of their specific needs.

Professional Development

Collaboration is a keystone of the School's community and teachers will be given ample time to work together within departments and across disciplines and grade levels. Time built into the regular schedule for co-planning, lesson study, and data analysis will enable teachers to coordinate curriculum to reach common goals and to share information about individual students. (See, for example, the planning periods blocked out for teachers in the schedule appearing on p. 24.)

Teachers demonstrating exemplary gains with their students will be able to share their expertise with others to improve achievement throughout the school.

The School will implement regular workshops and programs to further the faculty's professional development. The focus of the professional development program will be school embedded and targeted to address instructional practices based on student performance data. These programs will be built into the school year as Faculty Professional Days, as well as held on occasional Saturdays and during a two-week session prior to the beginning of each school year. Teachers will also be expected to participate in professional development opportunities around the city and the region, as well as nationally, including working with other teachers in the YWLN network. Faculty and staff will be encouraged to seek outside opportunities for professional development in areas they believe would advance their own practice. Providing the time to turnkey information learned through these experiences will allow all staff members to benefit from these experiences, ultimately advancing the School's ability to serve student needs. Professional development will include researching best practices for working with adolescent girls, cultural competencies, leadership development, college and career readiness, health and wellness, advisory curriculum development, and instruction in STEM.

A.3 Assessment and Reporting

Formative and Summative Assessments

As a YWLN affiliate school, Hawthorn is confident that it will meet or exceed any and all measures of accountability including the Missouri state standards. Hawthorn teachers will use data from both formative and summative assessments to drive instruction and judge overall student success. Assessment begins before students enter school at the beginning of 6th grade through a series of diagnostic evaluations in communication arts and math. Students entering in later grades will be assessed upon school entry to ensure proper placement. Hawthorn School's leadership will determine

the specific criteria for student promotion and graduation. Hawthorn will use a variety of tools to assess individual student growth, progress of cohorts over time and the School as a whole.

The School will use the Smarter Balance formative tests or other similar tools to assess individual student growth. The assessment will align with Missouri state standards and also be used to gauge students' performance relative to national norms. The benchmark assessment will be given up to three times a year to track student's individual growth and teachers will analyze the results and take these results into account in tailoring curriculum.

The School will administer all state approved assessment tools (Missouri Assessment Program or any state approved successor) in accordance with state policy and Missouri Revised Statutes §160.518 and complete and distribute an annual report card as prescribed in §160.522 and §160.410(4). Hawthorn's goal is that each student will demonstrate growth toward proficiency each year. The School will use the data collected through the annual MAP assessments to measure the progress of its students over time by grade level and subject area as well as by subgroup.

Hawthorn's teachers will design their own course level assessment tools to measure each student's progress through a series of regularly administered unit tests and design cumulative final exams to assess students' comprehensive understanding in each subject area. In addition, the School will administer Missouri's End of Course exams and the results of those tests will demonstrate the School's academic outcomes in high school. In addition to these summative assessments, each middle school student will be required to prepare for and present a defense of her portfolio of work in order to be promoted to high school

Junior and Senior students at Hawthorn will also take Advanced Placement exams as appropriate at the end of each Advanced Placement course. In addition, each student will take the PSAT in the fall of her junior year and the ACT in the spring of her junior year. (Missouri will cover the cost of the administration of the ACT.)

Student report cards will be issued four times per year and are used as an additional opportunity for student goal setting – academic and social. In middle school, students will be scored using the letter grades A, B, C and NY (Not Yet). High school students will be graded on a traditional 4.0 scale with teachers using a combination of letter grades and numerical percentages on individual assessments. Parents will attend student-led conferences to learn about student achievement and student goals for improvement. This involves the student in assessing her own progress toward her goals. (Note: it is possible that the School will implement a standards-based assessment program for the middle school.)

Promotion decisions are based on several criteria, including teacher-made assessments, homework, portfolios, teacher observation of student performance, and attendance. Students will be promoted if the established grade-level criteria are met or exceeded, as evidenced by the student receiving a passing grade (C or above) in a minimum of three core subjects (communication arts, math, science and social studies) and no failing grades.

In order to be promoted to high school, middle school students must pass classes in all core content areas (C or above in a minimum of three core subjects and no failing grades). In addition, every 8th grader will be required to conduct a portfolio defense.

Please see the top of page 11 for Hawthorn's graduation requirements.

A summary of formative and summative assessments is included as Exhibit A.3(a).

Focus on Data Driven and Individualized Instruction

There will be a strong culture of data driven instruction at Hawthorn. A school-wide Leadership Team will work to establish and enhance the school's strong culture of data driven instruction. The Leadership Team will be comprised of both teachers and administrators. The Leadership Team will conduct training for all of the teaching staff so that they can interpret a variety of data tracking student performance and use that information to adjust teaching to address academic challenges and differentiate instruction. The Leadership Team will assemble quantitative data from the variety of assessments and the teachers will use it to identify areas where they need to spend more time or make adjustments to the curriculum.

In addition, grade level teams and subject area teams will form "data teams" that meet weekly. These data teams will bring student performance data including formative and summative assessment data, as well as examples of student portfolio work, to the table each week. They will analyze the data and strategize instructional methods for whole group instruction and for differentiated instruction in response to the data. Classroom teachers will be trained to do ongoing assessments and checks for understanding throughout their lessons. Teachers will quickly tailor feedback and target interventions for students who need them and differentiate for students who need to be retaught.

All formative and summative assessments, as well as curriculum, will be aligned with the Common Core Learning Standards. Using a backward design method, subject area rigor will be assessed based on what students will know and be able to do when they graduate from the School college and career ready. This informs the curriculum planning at every level and allows for an integrated scaffolding of knowledge and skills by grade level.

Each student will have a customized "Individual Learning Plan" (ILP) that is specific to the skills that student still needs to master; this ILP will be updated every six to eight weeks with strategies to use to help further student achievement. Students, parents, and teachers will all be made aware of the plan and work together to ensure each student is meeting her periodic goals. In addition to differentiated instruction time in classrooms, individualized tutorials will be available to students after school and via home computer or iPad. ILPs allow for "small wins" for each student that ultimately add up to long-term gains in academic performance.

A.4 School Calendar and Daily Calendar

Hawthorn School will be in session approximately 200 days each academic year, including twenty days of summer school.

2015 – 2016 School Calendar

August

Saturday, August 15 Back to School Informational Session (Mandatory for students; strongly recommended for parents) 10:00 a.m. -12:00 p.m.
Monday, August 17 First Day of School, 8 a.m. sharp (Breakfast available at 7:30 a.m.)

September

Monday, September 7 No School, Labor Day
Wed, September 19 Picture Day/ Dress for Success

October

Thursday, October 8 Community Breakfast (Supporters of the school are encouraged to join our students for breakfast, tour and participate in a meet and greet with students and faculty)
Parent Committee Meeting 5:30-6:30 (All parents welcome & encouraged to attend.)
Friday, October 18 No School – Faculty Professional Day
Friday, October 30 Hawthorn Pep Rally

November

Saturday, November 7 Open House for Prospective Families
November 18 - 22 Thanksgiving Break
Wed, November 27 STEM Information Night

December

Tuesday, December 3 Parent Committee Meeting 5:30-6:30 (All parents welcome & encouraged to attend.)
December 14 – 18 Final Exam – Semester Assessment
December 23-January 4 Winter Break

January

Monday, January 4 School Resumes
Tuesday, January 12 All Parent Annual Meeting, 6:00 p.m. (Attendance strongly recommended - Report cards will be distributed after meeting)
Monday, January 18 No School, MLK Day
Saturday, January 30 Open House for Prospective Families

February

Tuesday, February 2 Parent Committee Meeting 5:30-6:30 (All parents welcome & encouraged to attend.)
Monday, February 15 No School, Presidents' Day
Wednesday, February 24 Diversity Awareness Month Assembly

March 28 – April 1	March Spring Break, No School
Tuesday, April 5	April Parent Committee Meeting 5:30-6:30 (All parents welcome & encouraged to attend.)
Thursday, May 2 May 9 - 13 Tuesday, May 17	May Portfolio Presentation Night Standardized Testing Week Parent Committee Meeting 5:30-6:30 (All parents welcome & encouraged to attend.)
Thursday, May 19 Friday, May 20 Monday, May 23 Thursday, May 26 Friday, May 27 Total: 181 days	Spring Recital 5:30 p.m. No School, Teacher Reporting Preparation Day No School, Memorial Day Sharing Night & End of Year Celebrations 6:00 p.m. Last Day of School
May 30 – June 6	Inclement Weather Days School will be in session for as many of these 6 days as were missed earlier in the school year due to inclement weather
Monday, June 13 - Friday, June 24	Summer School June First Session of Summer School (8 a.m. – 4 p.m.)
Monday, July 11 - Friday, July 22 Total: 20 days	July Second Session of Summer School (8 a.m. – 4 p.m.)
Grand Total: 201 days	

There are 181 days built into the regular school year schedule and an additional six days scheduled as make-up days for days that might be missed due to inclement weather. The School's schedule exceeds the 174 days and 1,044 hours of attendance required under Missouri law.

Weekly Schedule

School will begin at 8:00 a.m. and end at 5:00 p.m., with fifty-five minutes classes three days a week and 45-minute classes two days a week to accommodate afternoon extracurricular programs. Students attend subjects at different times of the day to distribute among subjects those times of day at which students are more alert than others. Block scheduling will be incorporated and there will be extended lab hours. A 30-minute Daily Advisory and weekly all-school assembly are incorporated in the schedule. For purposes of calculating WADA, the School will report attendance for the seven hours from 8:30 to 4:15 (excluding 45 minutes for lunch and time changing classes). The School will seek additional funding to cover those extra hours at the beginning and end of each

day during which remediation is provided to students who test below basic in core areas, under the criteria set out in Section 167.640 of the Revised Missouri Statutes.

The table below outlines the schedule for each grade level. In this chart, the reference 6/20 refers to grade six and twenty students, thus one can use the areas highlighted to follow a single student through the day or account for each of the teams reading across the table horizontally.

6th Grade

	FULL YEAR	FULL YEAR	FULL YR	FULL YEAR	1 SEMESTER	1 SEMESTER	FULL YEAR	2 QUARTERS	2 QUARTERS	
	Communication Arts	Mathematics	Science	Social Studies	Technology and Engineering	World Language*	Physical Education/Health and Wellness	Fine Arts**	Practical Arts***	Advisory
A										80 on team
1	6/20	6/20	6/20	6/20						
2	6/20	6/20	6/20	6/20						
3	6/20	6/20	6/20	6/20						
4	6/20	6/20	6/20	6/20			Plan			
5	Plan	Plan	Seminar6	Plan	6/20/1semester	6/20/1semester	6/20	6/20/2quarters		
6	Plan	Plan	Plan	Plan	6/20/1semester		6/20	6/20/2quarters	6/20/2quarters	
7	Reading Support6	Math Support6	Plan	Seminar6		6/20/1semester	6/20			
8	Reading Support6	Math Support6	Seminar6	Seminar6			6/20		6/20/2quarters	
FTE	1.0	1.0	1.0	1.0	.25	.25	.62	.25	.25	

Sample 6th grade Student Schedule, periods 1-8

7th Grade

	FULL YEAR*	FULL YEAR*	FULL YR	FULL YEAR	1 SEMESTER	1 SEMESTER	FULL YEAR	2 QUARTERS	2 QUARTERS	
	Communication Arts	Mathematics	Science	Social Studies	Technology and Engineering	World Language**	Physical Education/Health and Wellness	Fine Arts***	Practical Arts****	Advisory
A										80 on team
1	Reading support7	Math support7	Seminar7	Seminar7			7/20	7/20/2quarters		
2	Reading support7	Math support7	Plan	7/20	7/20/1semester		7/20			
3	Plan	Plan	Plan	Plan	7/20/1semester	7/20/1semester	7/20	7/20/2quarters		
4	Plan	Plan	7/20	7/20		7/20/1semester	Plan		7/20/2quarters	
5	7/20	7/20	Seminar7	Seminar 7			7/20			
6	7/20	7/20	7/20	7/20						
7	7/20	7/20	7/20	Plan					7/20/2quarters	
8	7/20	7/20	7/20	7/20						
FTE	1.0	1.0	1.0	1.0	.25	.25	.62	.25	.25	

Sample 7th grade Student Schedule, periods 1-8

* Reading and Math support can be a full year, a semester, or a quarter

** World Language (6th and 7th grade assumes semester class):

6th grade is Exploration of World Languages

7th grade is Greek and Latin Roots

8th grade is Spanish I

Fine Arts and Practical Arts can be semester or quarter classes.

*** Fine Arts: Visual Art, Music, Drama

****Practical Arts: Computer Applications and Coding, MultiMedia Digital Production, Portfolio Design

A.5 Target Population

Hawthorn School is committed to preparing low income and minority young women from diverse backgrounds for college and careers. The School will be open to female students eligible for promotion into the middle and high school grades who either live in the City of St. Louis or are eligible to attend City of St. Louis public schools under the guidelines of the voluntary transfer program and who submit a timely application, with preference given to students residing in the City of St. Louis according to the enrollment policies set out in pp. 50-51. Hawthorn School is confident that it will meet its enrollment targets by offering a unique school that is based on a model of proven outcomes. Hawthorn will be the first single-sex public school in St. Louis. The school will recruit throughout the city and will be centrally located within the city's boundaries. Hawthorn School's anticipated enrollment is set forth in the table below:

Grade Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6	80	80	80	80	80	80
7	80	80	80	80	80	80
8		72	72	72	72	72
9			80	80	80	80
10				71	71	71
11					65	65
12						62
Total Students	160	232	312	383	448	510

St. Louis Demographics

According to the 2010 census, the population of St. Louis totals 319,294.¹⁶ Females account for 51.6% of the city's population and persons under-18 years of age account for 21.2% of the city's population. The population of females between the ages of 10 and 19 is 19,594. The School will need to enroll 2.6% of those females to meet its enrollment target.

Median household income in St. Louis between 2007 and 2011 was \$34,402 as compared to \$47,202 -- the median household income for all residents of Missouri. The percentage of people living below the poverty level in St. Louis between 2007 and 2011 totaled 26% as compared to 14.3% across the entire state.¹⁷

St. Louis Public District and Charter School Data

In 2012, a total of 22,156 students were enrolled in the St. Louis Public Schools ("SLPS"). Of those, 80% are black and 13.6% are white. Eighty-eight percent qualify for free and reduced lunch. The following chart shows SLPS data compared to statewide data:

	St. Louis Public School	Statewide
High School Graduation	65.5%	88.1%
Four-year Graduation	62%	86%
High School Drop Out	18.3%	3.1%
Average ACT Composite	16.5	21.6

¹⁶ Estimate of 2012 population from U.S. Dept of Commerce is 318,172, a 0.4% decline from the 2010 census numbers

¹⁷ U.S. Department of Commerce census data.

Graduates of SLPS continue their education at the following rates: 27% went on to attend a four-year college or university; 39.4% entered a two-year college; 2.7% went on to technical/vocational school. In 2007, the St. Louis Public School District lost its state accreditation; in recognition of progress the district has made, the state awarded “provisional accreditation” to the district in 2012.

Charter School Data:

In 2012, there were 8,482 students enrolled in charter schools in the city of St. Louis in grades K-12. Of those, 2,351 of those are in 6,7 and 8 grade and 1,297 students in 9 – 12 grade charters. Thus, 26% of elementary and middle school students enrolled in public schools in St. Louis are enrolled in public charter schools; 11.5% of high school students attending public school in St. Louis are enrolled in charter schools. St. Louis families have demonstrated interest in their children attending charter schools, but only a portion of those students are able to continue in charter schools for middle and high school.

Clearly there is an urgent need for high performing, college preparatory schools in St. Louis. Hawthorn expects that all of its students will attend and complete college and the School will give them the skills to do so. This will benefit not only the girls themselves, but also their families and the broader community.¹⁸

St. Louis’s school children are not being adequately served by the city’s public school district. The city must take action if it intends to retain or grow its population, and improving the quality of public education is undoubtedly part of that effort.¹⁹ Providing St. Louis families the option of a tuition-free, single-sex, college preparatory school brings one more public school choice for families as opposed to either succumbing to limited options or relocating outside of the city. The proposed central location will allow for equitable accessibility and it is a sensible strategy to locate a school in the area of the city that is underserved by the public district and charter schools.

Central Location

Hawthorn School will be centrally located in order to attract students from all areas of the city. In the zip codes that fall along the city’s central corridor,²⁰ there are a total of 7,365 girls between the ages of 10 and 19. Hawthorn would need to enroll 6.9% of those girls in order to meet its enrollment target. However, the School will not be limited to girls living in those zip codes (nor will there be a geographic preference for residents of those zip codes); rather it will draw from all over the city.

Alignment with the Educational Needs of its Student Population

The curriculum at Hawthorn is designed to meet the particular needs of adolescent urban girls. Free of the distractions present in a coeducational environment, the young women will be encouraged to take risks, explore, and succeed in a rigorous academic setting. The School will

¹⁸ One study looking at the positive impact of college education on the region as a whole reports, “Every 1 percentage point increase in college attainment equals \$856 in additional income for every man, woman and child – \$2.4 billion of the St. Louis area altogether.” People with a college degree not only bring greater talent to their jobs, they help attract companies who might be looking to move into an area where they will be able to recruit educated employees. (From Beacon article 5-02-13 on Education summit hosted by Regional Chamber)

¹⁹ Conversation with Robbyn Wahby.

²⁰ 63103, 63104, 63106, 63108, 63110, 63112, 63113

implement best practices for single sex education, including cooperative group work, integrated curriculum, and project-based exploration. The School's leadership and health and wellness curriculum will be specifically tailored to urban adolescent girls. The environment at Hawthorn School will be one in which all of our students feel a sense of safety and belonging. The School is committed to nurturing the intellectual curiosity and creativity of young women and to addressing their developmental needs.

Hawthorn's faculty see themselves first as student advocates and secondly as subject area specialists. The School's Daily Advisory creates the structure for the students to develop relationships of trust with a faculty advisor and a small group of peers. The Daily Advisory is a manifestation of the School's belief in the "whole girl" approach to education administered by caring child advocates with high expectations for the girls.

Hawthorn's teachers will be well versed in teaching to a variety of learners. Because the School will enroll students without considering their level of academic achievement, there will be students at different levels and students who learn best from a variety of teaching styles. Hawthorn's faculty will be recruited in part on the basis of their versatility and ability to teach to different levels at the same time. The faculty will also receive significant professional training and development to continuously improve their teaching methods. In addition, the small class sizes and the ability to teach students one-on-one will lead to each student's ability to succeed.

The School's emphasis on STEM will also serve the needs of the population. Traditionally, girls have underperformed in mathematics and science, and focusing on these areas will help increase the students' interest in and success in these areas. Women, and particularly minority women, are underrepresented in STEM fields and these are the fields in which the biggest growth in employment opportunities exists. Thus, educating and supporting young women who will enter this employment pipeline will serve a need of the School's target population.

Hawthorn will provide its students with a wide array of after-school options and encourage them to participate in some combination of these. This kind of enrichment, woven into the fabric of the School, will help the students discover their skills, interests and talents; they will learn the joys of trying new things and of seeing themselves develop as athletes, artists, or chess competitors; they will further their sense of self-esteem and of belonging to a group. These extracurricular engagements will also help to prepare the girls for application to college. In addition, keeping the girls busy at school for an extended day will help them to stay on track toward a brighter future. A full time trained college counselor will work with girls and their families to help navigate the college admissions and financial aid process successfully.

A.6 Special Student Populations / Support Services

Upon enrollment, a request to the student's prior school/district will occur including any current documentation of special education diagnosis and individualized education plans. Upon enrollment, all students will undergo testing to determine proper academic placement. Several placement-testing dates will be scheduled and proctored by faculty. During placement exams, a team of teachers including special education teachers will make observational assessments of students that will assist in informing student social development intelligence. The School will analyze students' cumulative records, interview parents and guardians, and connect with former teachers whenever possible to gain a more complete understanding of the students' strengths and needs.

Hawthorn will comply with the nondiscrimination provisions of Section 504 of the Rehabilitation Act of 1973 that protects qualified individuals from discrimination based on their disability.

Hawthorn recognizes and upholds the rights of children who are homeless to continue their education in accordance with the McKinney-Vento Homeless Education Assistance Act (42 U.S.C. 11431 et seq.) made applicable to Missouri under MO Rev. Statute §167.020.1. Our homeless policy is under development and will be approved by the Board. It will include the following:

- Process for identification of homeless students
- Outline of enrollment/placement of homeless students in their school of origin versus the school of residency
- Outline of provision of comparable services to homeless students
- Transportation of homeless students
- Records keeping
- Designation of a Homeless Liaison and specification of duties under McKinney-Vento
- Immunization of (and exceptions made for) homeless students
- Dispute resolution procedure

Special Education Students

Hawthorn will adhere to national and state policies regarding special education identification and accommodations – the Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily sections 162.670 to 162.710. In compliance with Federal law, the School will annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. The School will comply with the local compliance plan, the state plan, and state and federal laws and federal regulations, including recordkeeping and reporting requirements. In addition, Hawthorn will provide transportation for students requiring special education services in compliance with 34 CFR §300.323.

All students with special service needs will be identified in accordance with the federal Child Find requirements (34 CFR §300.125). Hawthorn will conduct a full and individual initial evaluation, in accordance with 34 CFR §300.305 and 34 CFR §300.306, before the initial provision of special education and related services to a child with a disability.

If a determination is made that a child has a disability requiring special education and related services, an Individualized Education Program or IEP will be developed for the child in accordance with 34 CFR §300.320. The IEP will be in effect at the beginning of the school year and will be reviewed and revised periodically, and at a minimum annually. The IEP Team for each child with a disability shall include all individuals specified in 34 CFR §300.321.

To ensure the success of students with disabilities at Hawthorn, the School will provide required services in accordance with federal special education laws. Generally, this means students will:

- Receive a free appropriate public education (FAPE);
- Be offered appropriate evaluations;
- Receive an appropriate education in the least restrictive environment (LRE) in accordance with General LRE Requirements (34 CFR §300.114);
- Be involved, with their parents, in the development of the IEP;
- Have access to appropriate procedures and mechanisms, with their parents, to resolve any disputes or disagreements related to the School's provision of FAPE and LRE.

Hawthorn will ensure that every child identified with a special education diagnosis is educated in the least restrictive environment. The school's primary objective will be to use an inclusion model for students with disabilities ensuring that required and necessary supports and resources are in place within all classrooms to serve the needs of students with disabilities. However, in cases where full inclusion is not the most appropriate placement, per the student's IEP, other accommodations will be made. Outside counseling and physical, occupational, speech and language therapy will be provided, as necessary. Transportation will be provided to students whose IEPs require it.

All programs and services for students with disabilities at the School will be provided in accordance with applicable federal and state laws and regulations, and in accordance with students' IEPs, including any reevaluations and revisions. Hawthorn will ensure that the programs and services indicated on a student's IEP are provided directly to the student during school hours.

The Hawthorn curriculum will include a wide variety of accommodations and interventions to meet students at all levels, including audio and visual resources (e.g., Dragon – speech to text, Kurzweil – text to speech, and Ginger – grammar support). Other resources, such as graphs, thinking maps, planners, review sheets, and grading rubrics will support skill development and content acquisition. Audio and visual resources that strengthen and support better understanding of material will be accessible to students during class and independently.

English Language Learners

Hawthorn will adhere to national and state policies regarding Limited English Proficient identification and education – the *Elementary and Secondary Education Act of 1965*, as amended, Title III, Secs. 3111–3141; 20 U.S.C. 6821–6871, and applicable Missouri statutes under Chapter 160. Students with English language learning needs will be identified early through the Home Language Questionnaire, included in both English and translated versions during the enrollment process. If the student's home language is not English, Hawthorn staff will conduct an interview with the student and parent, with interpreters provided to ensure clear communication. If the student speaks a language other than English, or little to no English, the School will administer W-APT to identify skills in the four domains (reading, writing, speaking and listening). Any limited English proficient students will be assessed annually. Hawthorn's policies regarding ELL students include:

- Students are assessed for both language proficiency and subject matter knowledge in order to appropriately identify necessary services and grade placement;
- The ELL Coordinator develops an accommodations profile and Individual Learning Plan for students based on the diagnostic assessments and home survey;
- The ELL Coordinator works with teaching staff and aides to ensure appropriate accommodations are provided throughout the school year, including any necessary classroom assistance or integrated programming;
- The ELL Coordinator will monitor development of Missouri's Grade Level Expectations (GLEs) for students learning English as a second language and implement those standards as appropriate;
- ELL students will be assessed for both language acquisition and content knowledge to avoid gauging a student's academic progress solely on language proficiency;
- Students will be promoted based on knowledge and performance, not on language acquisition;
- The Missouri ACCESS for ELLs, the annual English language proficiency assessment, will be used for measuring longitudinal progress for ELL students over time;

- School leadership will work with the ELL Coordinator to identify appropriate assessments and to modify internal assessment tools as appropriate for ELL students.

English Language Learners will be served through an English immersion model. Every effort will be made to ensure that students reach English proficiency at a rapid pace. English Language Learners will receive the same academic content instruction as their English-speaking peers and all faculty will be trained in Sheltered English teaching strategies for English Language Learners. The amount of instruction in English (both spoken and written) will be modified appropriately for each student to ensure content acquisition. There will be structured time for intensive English language instruction during the school day, as well as during extended school day instruction. Students will receive additional counseling and parental counseling as necessary.

Budget and Staff Resources

In hiring qualified teachers, the School will look for teachers who have dual certification in special education and/or ESL. In addition, the staffing plan calls for a dedicated special education teacher. In the School's early years, it will consider providing special education needs to its students through Belle Children's Services of St. Louis Arc. Hawthorn will hire teachers who are specialists in their area.

Guidance Counseling and Family Support Services

Multiple levels of support and resources will be provided to students and their families in an effort to ensure success. Support staff will include both a full time guidance counselor and social worker to support students, families and faculty. This department will be critical to the implementation of school culture, successful student and family transitions, guiding faculty through family/student understanding and ensuring empathic communication. In addition, a full time, trained college guidance counselor will work with students beginning in 10th grade.

Hawthorn's holistic school support program is derived from the ecological model framework. This model builds programs through the micro, meso and exo levels. First, at the microsystem level the relationship between environment and human development plays a critical role in student performance. Understanding what is occurring within the immediate environment can provide substantive information on a student and subsequent community. Second, at the meso-level, observing communities and the environment in which children and families live and the interactions between the microsystem and meso-system can impact school outcomes.²³ Additionally, the exo-system, how teachers and administrators implement school policy and culture, in and out of the classroom, directly impacts the academic outcomes of students.

The School anticipates that on a daily basis students will face numerous challenges prior to walking through the doors. In an effort to combat the stressors facing families and students, the guidance counselor and social worker will create a support program that works with all individuals (administrators, faculty, staff, students and families) within the School to create a nurturing and supportive environment. The ecological perspective values the individual and believes that interconnectedness of the individual and her environment can lead to comprehensive problem solving and higher rates of academic success.²⁴ Furthermore, by employing this model, social workers can craft interventions that recognize the dynamics impacting student achievement. This

²³ Rogers, A. (2010). *Human behavior in the social environment*. (2nd ed., pp. 80, 34-39). New York and London: Routledge

²⁴ Ibid.

model addresses the students' needs of each level of the system and provides a proactive rather than reactive approach to academic challenges.

In summary, the support program will:

- Create a framework for faculty and staff to use in addressing difficult circumstances facing the school community;
- Encourage student empowerment by guiding and providing avenues to manage life-stressors and support critical thinking and problem solving;
- Inform families of resources that can assist in addressing immediate environmental and health concerns.

A.7 School-Specific Goals and Objectives

Hawthorn Leadership School for Girls is subject to state and federal accountability requirements. In addition, Hawthorn has goals that are specific to its unique philosophy and priorities. The School assumes that many students will enter the 6th grade between one and three years behind grade level; an average annual academic growth of 1.5 years is essential to ensuring all students have the opportunity to be assessed at grade level by the end of 8th grade.

Another of the School's key academic goals is to earn an Annual Performance Report that meets or exceeds the state standard and that reaches at least 80% by the end of our fifth year. Working to achieve a score of 80% or above is in keeping with Hawthorn's mission to prepare its students for college acceptance and for success in higher education. The School's plan for curriculum and instruction, and its commitment to track and respond to each student individually, will enable the students to meet this goal. In order to attain this goal, the School will adopt the following benchmarks:

Year/Performance Indicator	2015/16	2016/17	2017/18	2018/19	2019/2020
Academic Achievement	MPI of 310 or higher in ELA & Math	MPI of 320 or higher in ELA & Math	MPI of 330 or higher in ELA & Math	MPI of 340 or higher in ELA & Math	MPI of 350 or higher in ELA & Math
Subgroup Achievement	MPI of 310 or higher in ELA & Math	MPI of 320 or higher in ELA & Math	MPI of 330 or higher in ELA & Math	MPI of 340 or higher in ELA & Math	MPI of 350 or higher in ELA & Math
High School/College Career Readiness	NA	20% or more of 8 th graders take EOC in Algebra I	20% or more of 8 th graders take EOC in Algebra I	20% or more of 8 th graders take EOC in Algebra I	20% or more of 8 th graders take Algebra I EOC; 100% of juniors take ACT; average composite score meets/exceeds state standard
Attendance	Meet or exceed 90/90	Meet or exceed 90/90	Meet or exceed 90/90	Meet or exceed 90/90	Meet or exceed 90/90
Graduation Rate	NA	NA	NA	NA	NA
APR	At least 30%	At least 45%	At least 55%	At least 70%	At least 80%

A third key academic goal is for a minimum of 93% of the School’s students to graduate from high school. As with the goals set forth above, this goal is aligned with Hawthorn’s mission to prepare girls for college. Hawthorn’s approach to assessments, continuously and meaningfully gathering information indicating each student’s progress, will help ensure that students are on track to graduate.

Finally, essential to the School’s mission is its goal that 100% of graduating seniors are accepted into postsecondary colleges and universities.

These key academic goals are not likely to be attainable without a high attendance and retention rate. The School’s non-academic goal is to have an average daily attendance rate that meets or exceeds the standard of 90% of students attending school 90% of the time and to retain a minimum of 80% of its students year-to-year. The participation rate in all after school, summer and break time programs is to reach 90%. Students cannot achieve success if they are not at school and the gains they make each year are maximized when they continue at the same school for the duration of middle and high school. Thus, high attendance and retention rates have a profound impact on the School’s ability to realize its mission to prepare students for college and beyond.

Hawthorn will hold itself to high standards in order to best meet the needs of its students. In addition to the goals set forth above, the School will track the following accountability measures:

CATEGORY	METRIC/TARGET	TRACKING FREQUENCY
FOCUS ON RESULTS		
Promotion Rates	Above city, state and peer average	Annual
Early College	% of students participating in early college events and programs	Annual
College Acceptance	100% of graduates accepted to college	Annual
Financial Aid	Amount of financial aid awarded to students for college tuition	Annual
College Retention and Completion	% of students attending college who continue in college until graduation	Annual
STUDENT/FAMILY SATISFACTION		
Parent Involvement	% of parents attending parent/teacher conferences and other events and participating in school activities	2x/year
Course Evaluations	Student evaluations of teacher and courses (training provided to students)	Annual
Demand	Consistent increase in number of students wishing to enroll through informed choice	Annual
Retention	80% of students or more re-enroll for the next year	Annual
After school programs	80% of students or more participate in after school activities	Quarterly
Program and	Programs and partnerships are evaluated	Biannually

partnerships	for student and faculty satisfaction	
EMPLOYEE SATISFACTION		
Retention	Teacher recruitment and retention exceeds 80%	Annually
Community Involvement	Teachers using community resources as classroom (trips, speakers, special programs)	Quarterly
Professional Development	Teacher participation in and evaluation of staff development. First year teachers provided a mentor and new teachers provided PD that meets state's certification requirements during first five years.	Annually

A.8 School Climate and Discipline

Hawthorn School will be a safe haven for urban adolescent girls where they can find their own voice, maintain a sense of self-worth, and share a sense of belonging to and responsibility for their school community. School culture has a profound and lasting impact on all individuals within a school community. A well-formed and holistic culture enables faculty, staff, students and parents to view the school environment as a place where meaningful and actionable practices occur.²⁵

Hawthorn's culture and curriculum are deeply interconnected. Daily Advisory is integral to establishing and securing school culture. During this time, girls in partnership with their advisor, discuss important academic, non-academic, emotional and social matters, challenges, and successes. The Daily Advisory curriculum encompasses leadership skills, health and wellness, and college career counseling; it is designed to build students' self-esteem and to help them understand and value their individuality while working within a larger group. Each student's advisor will serve as her primary contact and advocate and will also be the main liaison with the student's parents. The rigorous academics will also empower the students as they realize they are able to create, discover, take chances, persevere, and succeed in meeting the high expectations laid out for them. At Hawthorn, each girl's strengths and aptitudes will be recognized and celebrated. The curriculum, and perhaps most clearly the STEM curriculum, will emphasize the important connection between what the students are learning in school and the needs of the broader world around them. Students will be given opportunities to make choices, from paper topics to science fair projects, and that ability to choose will help them take responsibility for their own learning.

The School will be rich in tradition and ritual, and creating those meaningful benchmarks will be an important and exciting journey, particularly for the "pioneer" students, faculty and administrators who enter in the School's first year. An intentional self-definition or self-reference, "At Hawthorn we ...," will be essential to creating the girls' sense of pride and belonging to a community of excellence. The School should feel like a second home to the girls and a place where there is joy in the learning and in the forging of bonds with friends and teachers.

Student Social and Emotional Philosophy

Hawthorn believes each student has great potential to lead a productive and successful life. In an effort to achieve this success, the School seeks to develop in its students:

- A positive outlook towards learning and school;

²⁵ Rhodes, V., Stevens, D., & Hemmings, A., (2011). Creating positive culture in a new urban high school. The High School Journal, Spring 2011, 82 - 94.

- Strong self-esteem grounded in working through genuine challenges;
- Values including honesty, self discipline, self-respect, respect of others, trustworthiness, fairness and personal responsibility;
- Collaboration skills;
- Ability to formulate problems and solutions, as well as create and follow through on plans and priorities;
- Strong leadership skills;
- An understanding and appreciation of a variety of cultures and histories;
- Physical and emotional health.

Establishing School Culture

Hawthorn's faculty and administration will adopt defined methods in order to develop a consistent school culture. Concepts from the Developmental Design for Middle Schools and Positive Behavior Support² approach will guide this approach, which includes implementing:

- Community Building Activities
- Use of Goals and Declarations
- Use of Social Contracts
- Modeling and Practicing
- Reflective Loop (Processing)
- Pathways to Self-Control
- Collaborative Problem-Solving
- Power Learning and Engaged Learning Strategies
- Power of Play

Faculty and staff will be trained in both Developmental Design and Positive Behavior Support. As part of the training, faculty and staff will work collectively to develop lesson plans and instruction on how to implement program concepts and expectations at every level of the school system.

Student Code of Conduct

School policy and procedures will be clearly defined and consistently enforced. The School's Student Handbook will describe its code of conduct and disciplinary policies. This handbook will be written by the Principal with input from other early hires by June of 2015. From daily attendance to behavior and personal conduct expectations, all school personnel will be responsible for ensuring compliance. Students will sign a Pledge of Peace and Student Commitment Form as agreement to the policies and procedures.

Attendance

In an effort to prepare our young women to be responsible and reliable leaders, we must help them grasp the concept of always being present and on time. Chronic tardiness and absenteeism are two primary obstacles to securing an excellent education and maintaining employment. A clear set of consequences for tardiness will be established and enforced.

Dress Code

² Introducing Developmental Designs for Middle School. Developmental Designs, <http://www.originsonline.org/developmental-designs>.

All students will wear a school uniform. Uniforms will create a sense of cohesion and school identity as well as serve to equalize the students and to take away the distraction that often accompanies clothing choices. Middle school students will wear a slightly different uniform from the upper school students. Students are required to come to school with a neat appearance, well groomed and in-line with the defined dress code. Any girl out of uniform will be required to report to the front office and change into appropriate wear before attending classes. The School will keep a supply of uniforms on hand for these occasions. Financial assistance for purchasing uniforms will be available to families in need.

Respect

Hawthorn students will be expected to respect all members of the school community inside and outside the classroom. This includes being considerate of all staff, adults and students who are part of the School. It means sharing responsibility for keeping halls, stairways and rooms neat. It means being mindful of others in the building, especially when they are moving between classes and being helpful to any visitors to the School. Hawthorn students will be careful in their choice of words; some language may be hurtful and offensive to others and such language has no place in the School.

Student Discipline

The Developmental Design and Positive Behavior Support model provides a proactive systematic approach to discipline. Within this system, it is imperative that teachers respond to low, moderate and extreme level infractions justly and swiftly and in accordance with the expectations defined as a school community. While teachers will be responsible for dispensing low-level consequences, administrators will be responsible for addressing mid-level and extreme level consequences.

The School will establish a written discipline policy in accordance with sections 160.069, 160.261, and 160.262 of the Missouri Revised Statutes, including a grievance procedure for parents or guardians. In addition, the School shall adopt an anti-bullying policy in accordance with R.S. MO §160.775. Discipline will be administered by the Director of Student Life and the Principal with input from the Board where appropriate. In the case of an expulsion, the student will be afforded a hearing, pursuant to R.S. MO §167.161. Hawthorn will comply with the provisions of Missouri's Safe Schools Act as set forth in R.S. MO §160.261. School rules shall apply to students while they are at school, on their way to or from school, and while they are involved in school-sponsored activities outside of school.

Academic Behaviors:

The quarterly academic report will include an evaluation of academic behaviors. These are not disciplinary infractions requiring removal from the learning environment and they are not behaviors that are calculated into an academic grade. These behaviors contribute to and/or detract from academic performance and are reported for purposes of recognizing strengths and areas of improvement.

- Completion of assignments
- Carrying out directions
- Complying with student commitments
- Tardiness
- Absences
- Adherence to academic integrity policies

Disruption to School Climate and Safety:

- Disruption of classroom learning or school activities
- Use of obscene or abusive language or gestures
- Inappropriate use of technology
- Bullying of any sort
- Leaving school during school hours unexcused by a parent
- Intentionally lying to school authorities
- Endangering the physical safety of another by the use of force or threats of force that reasonably place the victim in fear of imminent bodily injury
- Assault or attempt to assault any student or staff member
- Abuse of school property or equipment or destruction of school property;
- Theft of another's property, including school property
- Smoking
- Possession, transfer or use of alcohol or drugs
- Being under the influence of alcohol or drugs at school or a school event
- Possession, use or attempted use, or transfer of any weapon
- Violations of the Student or Family commitment form and Peace Pledge

Parent or Guardian Grievance Procedure

Any parent or guardian who has a grievance with the School shall contact by phone or in person by appointment, during regular business hours, that student's Advisor. After discussing the issue with the parent or guardian, the Advisor shall involve the classroom teacher in the discussion where appropriate. In some instances, the Advisor will involve the School's social worker in the discussion and resolution of the grievance. In situations in which neither the Advisor, classroom teacher, or social worker is able to resolve the parent or guardian's grievance, the Advisor may elect to include the Dean of Student Life and/or the Principal in resolution of the issue. Advisors shall make a record of the parent or guardian grievance and the agreed upon plan to address that grievance. In addition, Hawthorn's monthly board meetings will be open to the public, and a parent or guardian may choose to contact the Board Secretary in writing or by phone to request time on the meeting agenda to present his or her grievance. Information regarding the board meeting dates, times and locations as well as contact information for the Board Secretary will be made available to all parents on a regular basis.

Special Services Population

While special education students will be held to the same defined expectations as other students, the School understands the special rights afforded to IEP students as it relates to disciplinary concerns. The School will act in accordance with the procedures set forth in federal IDEA regulations and federal regulations 34 CFR §300.10 et seq. Disciplinary issues involving special education students will be addressed within the context of their respective IEPs to determine whether the infraction is related to the student's disabilities or was a direct result of the School's failure to properly implement the student's IEP. If the hearing determines the student's conduct was not a result of the disability, the school may request a change of placement for the student as defined by 34 CFR § 300.50. If the hearing determines the conduct was the result of Hawthorn's failure to implement the IEP, the IEP team will conduct a Functional Behavior Assessment (FBA) and implement a Behavioral Intervention Plan (BIP) in accordance with 34 CFR § 300.60.

In the event that a special education student is suspended longer than five days, school administration will need to identify a plan for services on the sixth day to support academic progress as defined by the student's IEP and required by 34 CFR § 300.20.

Regardless of the manifestation of conduct, in accordance with the Safe Schools Act, school personnel may remove a student to a temporary alternative educational setting (determined by the IEP team) for up to forty-five school days for weapon, drugs, serious bodily-injury, or violent/dangerous behavior, in accordance with 34 CFR §300.80.

Student and Family Commitment to School Climate and Discipline

Hawthorn recognizes that the commitment of the students and their parents to the School's culture is critical to the School's success. Students and families will receive a Family/Student Handbook and will be asked to sign three commitment forms demonstrating an understanding and acceptance of the School's policies. A sample of a student commitment form and pledge of peace are attached as Exhibit A.8(a).



Parent (Guardian) Involvement

Hawthorn believes that a positive and constructive working relationship between the School and the students' parents/guardians is essential to the fulfillment of the School's mission. The School will ask parents (guardians) to familiarize themselves with the responsibilities and expectations as outlined in the Family and Student Commitment Forms. Parents will be expected to agree to be subject to the rules, regulations and policies as outlined in these forms and are encouraged to set an example for their children through modeling behavior. The School will take the opportunity during the student recruitment phase to build connections with families. The School will communicate frequently with parents through written communication sent home with the students, the internet, phone calls and posted notices to disseminate information regarding upcoming meetings and programs. The student's advisor will be the primary liaison between the School and the student's family.

Successful parent involvement begins with a clearly identified and agreed upon definition of parent involvement. Parents often understand their level of involvement in ways different from school professionals.²⁷ This can create an environment of mistrust, confusion and exclusion. Hawthorn will clearly outline multiple and diverse ways for families to be engaged within and outside the School, while also outlining school involvement requirements. Participation in the following opportunities and programs will be encouraged for parents, and the School will make provision for transportation and for childcare where needed:

In-Take Conferences

²⁷ DePlanty, J., Coulter-Kern, R., & Duchane, K. (2007). Perceptions of parent involvement in academic achievement. *The Journal of Educational Research*, 100(6), 361-368.

In an effort to build trust and create dialogue, an initial meeting will be held between the student's advisor and parents prior to the beginning of the school year. The in-take conferences are intended to provide parents with an opportunity to share their expectations of their child for the school year. Additionally, the meeting will allow parents to identify their child's strengths, personality traits, and special circumstances. In-take conferences provide a warm and open environment for parents and advisors to get to know each other prior to the start of the school year. It presents a wonderful opportunity for building trust.

Back-to-School Information Session

Prior to the beginning of the school year, a back-to-school event will welcome everyone within the school community. This event includes an ice-breaker session between teachers and parents, and an overview of curriculum, expectations, policies and procedures. During this time, students will also walk through their schedules, meet their teachers, meet within advisories and set up their lockers.

Parent / Teacher Conferences

Conferences will be held twice a year (scheduled for mid-semester points so parents have the remaining part of the semester to help encourage students to finish strong) and offer faculty an opportunity to share their observations and assessment of student progress with families. In this intimate environment, all faculty will conduct the same conference format, discussing the following: (1) semester curriculum objectives; (2) student strengths and a personal story illustrating the strength; (3) student challenges and ways challenges were addressed by teacher and student and outstanding concerns; (4) ways families can help support the student at home.

Annual Parent Meeting

The annual meeting will be held in January to kick off the second semester. The annual meeting will provide another opportunity for the entire school community (administrators, faculty, staff, students, families) to come together. The purpose of the meeting will be for the faculty and administration to share first semester progress. The meeting will follow the same format as the Parent / Teacher Conferences, but will focus on the entire community, not the individual student.

During the Parent Meeting, parents will receive their child's first semester report card (this will be an incentive to encourage parents to attend the meeting). Families will also be asked to complete a parent survey. This report will provide narrative opportunities for families to evaluate their student's experience at Hawthorn and to communicate any issues and concerns that they have with the School. Questions will be designed to get an accurate gauge of parent satisfaction with the School's climate. School administrators will compile this information for review by the School's administrators and Board.

Ongoing Communication

Hawthorn students meet in a Daily Advisory and it is the student's advisor who is the primary point of contact between the School and the student's family. Advisors will maintain regular contact with the student's family (a minimum of once every two weeks), tracking academic, extracurricular, emotional and disciplinary issues.

Parent Education Seminars

Parent Education Seminars will be offered to support the diverse community. Many such gatherings will be peer led and address the interests of the parent community. This format will enable parents to share with and support each other in their journey to raise children to become healthy, self-sufficient and self-disciplined young women, focusing on effective family

communication, healthy cultural identity, family values, adolescent growth and development, positive self-esteem, educational progress and health family choices. Other seminars will be provided by school or outside professionals on such topics as computer skills and access to healthcare, social services, and job training programs.

See Exhibit A.8(b) which describes the parent engagement plan in more detail.

B.1 Governing Body

The Hawthorn Leadership School for Girls is organized as a Missouri nonprofit corporation incorporated pursuant to the Missouri Nonprofit Corporation Act (R.S. MO §355). The School's Articles of Incorporation are included as Exhibit B.1(a). The initial governing board (the "Board") has adopted a set of corporate by-laws which are included as Exhibit B.1(b). The by-laws set forth the method of election of officers of the Board, consistent with R.S. MO §355.326. The School has filed a Federal Form 1023 request for tax-exempt status with the U.S. Department of Treasury and is awaiting a decision on that request. A copy of the acknowledgment of the application for exemption from Federal income tax is attached as Exhibit B.1(c). The Board will be accountable to Washington University, the School's sponsor, for the success of the School. The terms of the contract between Washington University and the School are attached as Exhibit B.1(e).

Board members will share an unwavering belief in the School's mission, a thorough understanding of the School's charter and its promise to deliver academic excellence and an effective plan governing oversight of the School's academic performance and financial health. They will understand the time commitment (8 – 10 hours each month) involved in serving on Hawthorn's Board. Board members understand that they serve as stewards of public finances and public trust and that they are decision-making public servants as defined in R.S. MO §105.450 for purposes of the financial disclosure requirements.

Hawthorn Leadership School for Girls is a public governmental body and, as such, its governing board meetings and board committee meetings are subject to the regulations set out in Missouri Revised Statutes §610.010 to 610.030. These include giving adequate public notice, permitting recording of meetings, public accessibility (except as otherwise provided), recording of minutes including voting records, making those minutes available to the public, rules regarding electronic transmission of messages relating to public business, and records of closed meetings. Board meetings will be held on a regular monthly basis with committee meetings being held on an as-needed basis. Board officers will include a Chair, a Secretary and a Treasurer.

The Board will be comprised of diverse representatives of the greater community who will bring a variety of expertise to the governance of the School. In addition to the Board members currently engaged in the founding of the School, the Board will eventually include professionals from law, finance, science, institutional advancement, media and public relations, and secondary and higher education. Board members will represent a diversity of perspective and opinion as well as a diversity of ethnicity, gender and age. Before its first operational year, the School's Board will include between eight and ten members. Board members will serve for a term of three years. A representative from the School's institutional sponsor will also attend Board meetings.

Each member of the Board will undergo a criminal background check and family care safety registry check as required by R.S. MO §160.400. Board members will submit the financial disclosure forms and annual conflict of interest statements required by the Missouri Ethics

Commission. The Board has adopted a Conflict of Interest Policy that each member of the board will complete each year which is attached as Exhibit B.1(d)

New members of the Board will attend an initial orientation setting where they will be brought up to speed on the state of the School and the issues it is facing as well as educated on the structure, function and expectations of the Board. A Board Handbook will be prepared. Board members will participate in a yearly retreat for team building and deeper thinking on pending and future issues. Board member will also be expected to attend ongoing board training provided by the Missouri Public Charter Schools Association as well as the Missouri Schools Boards Association and will adopt a set of policies relating to board governance.

The Board will have a number of standing committees: Executive Committee, Budget and Finance, Development and Grants, Academic Excellence, Programs and Partnerships, Governance, and Parent Engagement – as well as other committees or task forces formed as needs arise. Committees will be chaired by a member of the Board, but may expand beyond Board members to draw from targeted expertise within the community.

The Board will be responsible for:

- Recruiting, hiring, evaluating and terminating when necessary the School's top level administration;
- Developing, implementing, and monitoring the academic and organizational policies of the School in alignment with its mission;
- Ensuring that the School acts in full accordance with relevant federal, state, and local laws and regulations governing public charter schools;
- Serving as liaison to the state charter authorizer;
- Preparing for, attending, and participating in Board and Board committee meetings;
- Serving as a resource of counsel to the school leader;
- Monitoring progress toward the School's academic goals through visits and reports from the school leader;
- Providing appropriate oversight of all financial aspects of the School, including approving the budget and audit;
- Identifying and cultivating funding sources for the School;
- Developing the School's strategic plan;
- Participating in disciplinary hearings as appropriate (where the offense carries with it the possibility of a punishment more extreme than a 5-day suspension);
- Hearing complaints filed pursuant to relevant charter school regulations.

While day-to-day management of the School will be delegated to the School's administrative team, the Board maintains authority over the School and remains accountable for the financial, organizational, and academic health of the School.

Concurrent with submitting this charter application to the Department of Elementary and Secondary Education for approval, the Board will submit a copy to the Superintendent of St. Louis Public Schools.

B.2 Governing Board Composition

The original members of the Hawthorn School's founding Board are committed to the School's mission of providing an excellent education to low-income and minority girls in St. Louis. Each

Board member has put in countless hours developing the School's mission and vision, learning about the YWLN model, and bringing professional expertise to the launching of the School.

Rachana Creeth is Director of Finance and Administration at Chesterfield Day School. Most recently, Rachana was the business controller at Spartech Corp. and previously held financial leadership positions at Ethicon Endo Surgery and General Electric. She is a graduate of General Electric's Financial Management Program and Corporate Audit Staff. Rachana has extensive experience in business/financial management, including organizational development and building long-term strategy. She is a certified six sigma black belt.

Nikki Doughty is Director of Placement and Alumni Relations at City Academy, an independent school in the city of St. Louis that offers scholarship support to 100% of its students. Nikki served as Director of Admissions at the school from 2005 – 2012. Previously she was the Events Coordinator at Churchill School. Nikki has served on the Board of the ACLU of Eastern Missouri. She is currently enrolled full-time at the Brown School of Social Work at Washington University and will receive her MSW in the spring of 2014.

Kathryn Love, a graduate of Princeton University and Hastings College of Law, is a partner in the business law section of Bryan Cave LLP. She has served on the Boards of Directors of The Magic House - St. Louis Children's Museum (Chair 2010-12), Forsyth School (Independent school PreK-grade 6), and Big Brothers Big Sisters of Eastern Missouri. Kathryn attended a girls' school from first through twelfth grade and is the mother of three daughters.

Anne Miller is an administrator at North Side Community School, an elementary charter school in north St. Louis. Anne has worked at the school since its opening year as a teacher and administrator; she founded the school's pre-k program in 2010, and is currently the Pre-K Director. Prior to joining North Side, Anne worked as an early education policy consultant and as Communications and Field Associate at the Early Education for All campaign in Boston. She received a Master's of Public Policy from Brown University and an undergraduate degree in Spanish Peninsular Literature from Dartmouth College.

John S. Ross is CEO of Summit Real Estate and Cushman & Wakefield: Gateway Commercial, two St Louis based commercial real estate companies. Currently he serves on the Board of Directors of Parkside Bank & Trust, which he helped found. His philanthropic interests are centered on children and education. He has previously served as President as well as Chair of the Ground Committee of the Churchill Center & School where he helped oversee the development of a 40,000 s.f. school on 12 acres and on the Board of The Magic House during its expansion.

Tim Rowbottom, AIA, LEED AP, NCARB leads Lawrence Group's higher education practice. Tim joined Lawrence Group in 2003. Since joining the firm, he has focused on academic projects encompassing early childhood programs through complex higher education platforms. He serves as a board member at the Forsyth School and is a past member of the board of Confluence Academy, a charter school in St. Louis. Tim has managed over \$350,000M in academic projects encompassing programs ranging from 2,500 s.f. to over 250,000 s.f. He recently completed the design for renovation of Grand Center Arts Academy, a 120,000 s.f. Charter School for the Arts. Tim is currently directing the efforts to restore the 1904 Academic Hall at Southeast Missouri State University and is leading the design of John Burroughs School Performing Arts & Athletic Center.

Mary Danforth Stillman Hawthorn's Founder and President of the Board, graduated from Princeton University and Yale Law School. After practicing law for several years, she moved to St. Louis where

she spent two years as an Assistant Dean at Washington University, focusing on freshman programming. Mary returned to Washington University in 2003, where she taught a freshman seminar on the Bill of Rights for ten years. In 2011 and 2012, she was the Internship Program Director at College Bound in St. Louis. Mary serves on the Boards of Trustees of the Donald Danforth Plant Science Center, Provident, Inc., Girls, Inc., and the Children's Hospital Foundation. She is a member of the National Council of the Gephardt Institute for Public Service at Washington University and the National Advisory Board of the John C. Danforth Center on Religion and Politics, also at Washington University. She is a member of the Social Venture Partners, a philanthropic program of the Regional Business Council. She is a past member of the Board of Trustees of the John Burroughs School and of Forest Park Forever.

Attached as Appendix 1 is the Request for Information from Prospective Charter School Board Members

Attached as Exhibit B.2(a) are the full resumes of the founding Board.

B.3 Management and Operation

All employees of the School will undergo criminal background checks and a family care safety registry check before having any contact with the School's students. The School will adopt personnel policies and personnel qualifications covering all employees. A management organization chart is attached as Exhibit B.3(a) and a summary of job descriptions is attached as Exhibit B.3(b).

Long Term Management Plan

Executive Director: The Executive Director is a full-time position. The Executive Director is responsible for the ongoing success of the School. The Executive Director oversees the School's strategic, programmatic, financial and administrative functions. The Principal, Director of Student Life and Community Affairs and Chief Operating Officer report to the Executive Director. He or she ensures that the School's educational philosophy and its culture are of the highest quality and remain consistent throughout the School, staying true to the School's mission.

The Executive Director is the primary liaison between the School and the School's Board of Directors. He or she also serves as the primary liaison between the School and its sponsoring organization and between the School and its affiliate network, YWLN.

The Executive Director is responsible for the School's external affairs, creating partnerships with other organizations and businesses and participating in local and national educational organizations. The Executive Director must be active in the St. Louis community, building relationships with the School's stakeholders and engaging the community in the work of the School. He or she is also charged with educating peer institutions in the effective work of the School.

The Executive Director bears the primary responsibility for the School's fundraising, including overseeing grant applications and management. Successful fundraising grows out of solid ongoing relationships between potential donors and the School, and the Executive Director must foster and tend to those relationships.

The Board of Directors will hire an Executive Director who is demonstrably committed to the School's mission. The Executive Director must be able to represent the School in the larger community by articulating its mission and outcomes with accuracy and enthusiasm. He or she must

be adept at balancing several responsibilities, forging and maintaining relationships, delegating authority, team-building, and holding others to the highest standards. The Executive Director will have experience in both the education and fundraising fields.

Principal: The Principal is a full-time position. He or she is the instructional leader of the School; he or she oversees selection, development and implementation of curriculum, ensuring that it is creative and innovative, designed to prepare students for college, and integrated across subject matters and grades. The Principal understands the state requirements and works with the teachers to make sure that students meet those requirements. The Principal is knowledgeable about best practices for educating adolescent girls. He or she oversees student assessment, including gathering and interpreting data and instructing teachers on how to use that data to improve instruction. The Principal is also responsible for ensuring that the School remains in compliance with the Missouri Department of Elementary and Secondary Education requirements.

The Principal is responsible for understanding the special needs of individual students and for implementing and overseeing the appropriate programs to meet the needs of special education, English Language Learner, and disabled students. In addition, the Principal will oversee the tutoring and academic support available to all students.

The Principal hires, trains and evaluates faculty. The Principal designs and implements faculty professional development and works to foster a true sense of teamwork among the teachers. The Principal will ensure that the School's faculty satisfy the Highly Qualified Teacher requirements. The Principal makes sure that the School has the resources it needs in a timely manner in order to support the teachers and students in their classroom work.

The Principal oversees the college counseling program. He or she will design and implement a college readiness program that begins when the students are in 6th grade and includes at least one visit to a college campus each year. The Principal works with the parents to prepare them for the rigor of the college application process, including the requirements for completing applications for financial aid. These duties will become the responsibility of the college counselor when he or she comes on board, and the college counselor will report to the Principal. The Principal also works with the Director of Student Life and Community Affairs to design and implement a workforce readiness curriculum for the students to prepare them for employment during summers and upon graduation.

The Principal is responsible for recruiting students and communicating with their families during the recruitment and orientation stages. In many ways, the Principal is the face of the School. He or she is the day-to-day leader who interacts with the students as such. The Principal represents the School in meetings with students' parents and also with the School's donor population. He or she interacts with the broader community to generate support for the School.

In conjunction with the Executive Director and the Director of Student Life and Community Affairs, the Principal will establish the School's culture and ensure that such culture is clear and consistent throughout the School, with faculty, students and staff.

The Principal participates in professional development programs for school leaders, including programs offered by the YWLN. He or she attends local meetings of charter school leaders, national charter school conferences and girls' school coalition conferences. The Principal is an active participant in the Missouri Charter Public School Association programs and events.

The Board of Directors will hire a Principal who has had at least five years' experience as a classroom teacher and is an experienced manager. The Principal must be a creative thinker, an excellent communicator, and deeply committed to the School's mission. He or she must have had extensive experience in an urban school setting, working with underserved populations of students.

It is likely that as the School grows to capacity, the Board of Directors will put in place two principals, one for the middle school and one for the high school.

Director of Student Life and Community Affairs: This is a full-time position. The Director oversees the general wellbeing of the School's students. He or she oversees counseling, discipline, and delivery of social services to the students. He or she is responsible for the Daily Advisory curriculum and designs and implements the leadership and the health and wellness curricula. The Director designs and implements the parent engagement program. He or she is also involved in forming and maintaining relationships with community partners, both corporate partners and other non-profit organizations, ensuring that these partnerships benefit Hawthorn students.

The Director of Student Life and Community Affairs coordinates the School's athletic programs, after-school programs, summer opportunities and off-campus internships. He or she serves as a liaison with students' families, including establishing programming for families. He or she coordinates volunteers who wish to donate time at the School and she works closely with the Executive Director and the Principal to create and maintain the School's culture, traditions, and celebrations.

The Board of Directors will hire a Director of Student Life and Community Affairs who has training in social work/guidance counseling and has experience working with teenage girls. He or she must be a thoughtful and clear communicator and a creative problem-solver. He or she must demonstrate knowledge of how best to access resources in the St. Louis community for students and their families.

Chief Operating Officer: The COO is a full-time position. The COO is responsible for the financial health of the School, overseeing the development of and adherence to the budget and working with the Executive Director to design and implement a fundraising plan. The COO monitors capital projects on a regular basis. The COO manages the School's revenues, investment accounts, purchasing, invoicing, payroll distribution and insurance policies. He or she is responsible for ensuring that the School is in legal compliance with local, state and federal laws and for managing the School's audit procedures.

The COO oversees the School's enrollment process, ensuring that enrollment is open to all students, including those with special needs. The COO implements accurate data tracking systems and files the necessary reports with DESE, including attendance records.

The COO is responsible for the School's management of human resources. He or she works with the Executive Director to make sure that the School has the necessary policies in place to govern employment contracts and employee benefits.

The COO supervises the School's facility, including capital enhancements, maintenance, security and janitorial services. The COO will oversee the School's IT needs. He or she will be responsible for managing the school's classroom supplies and textbooks and will oversee scheduling, food services, transportation issues, and school uniforms.

The COO will oversee the School’s marketing and communications, working with the Executive Director and the Principal to ensure that the School’s messaging is clear and consistent.

In hiring the COO, the Board of Directors will look for a person with an accounting background who is highly organized, detail oriented, and practices excellent record-keeping skills. The COO should have a background in public school accounting and reporting. Experience in Human Resources is also preferred.

Management in the Early Years

The organizational management design described above is appropriate when the School is in its third or fourth year. Until that time, when the School has not reached full enrollment, the management team will likely look different. The exact configuration of titles and job descriptions will depend on the skills, talents, and abilities of the individuals who are ultimately hired to run the School. In the early years, the School would likely outsource some of its management functions.

Recruitment of Principal

The School will begin a national search for the Principal in February of 2014 with the goal of hiring in August of 2014. The Principal will then be on board for a full year prior to the opening of the School in 2015. The Board will work with YWLN to identify strong candidates and will also look to a variety of talent sources including the National Coalition of Girls’ Schools, MOREAP, MOCPSA, Idealist.org, OpportunityKnocks.org, the TFA alumni network, YWLN administrators, and local and statewide school leaders. The Board has also retained a search firm, Carney Sandoe, to facilitate the search.

B.4 Staffing and Human Resources Plan

A well-informed and developed faculty and staff offer the greatest opportunity for academic success. While curriculum and assessment provide the tools and measurement for student achievement, delivering excellent instruction and establishing strong school culture is the most essential job of teachers and staff. Hawthorn School understands that securing the very best educators will require an innovative recruitment plan coupled with a strong retention program.²⁸

Five-Year Staffing Plan

	2014-15	2015-16 (6 th - 7 th)	2016-17 (6 th - 8 th)	2017-18 (6 th - 9 th)	2018-19 (6 th - 10 th)
Student Enrollment	0	160	232	312	383
Executive Director	0	1	1	1	1
Principal	1	1	1	1	1
Dean of Students	0	0	0	1	1
Director of Operations	0	.5	1	1	1
Social Worker	0	1	1	1	1
Counselor	0	0	1	2	2
Core Teachers	0	8	8	14	17

²⁸ Over the last five years, the majority of new teachers entering into the workforce graduated at the bottom half of their college program Akins-Coleman, T. (2010). “I’m not afraid to come into your world”: Case studies of teachers facilitating engagement in urban high school English classrooms. *The Journal of Negro Education*, 79(1), 41-53.

Literacy Specialist	0	1	1	1	1
Math Specialist	0	1	1	1	1
Foreign Language	0	.25	1	1	1
Computer/Tech	0	.25	.25	1	1
Art/Music/Drama	0	.5	.5	.5	.5
PE Teacher	0	.75	1	1	1
SPED teachers	0	1	1	1	1
Teacher Aides	0	1	1	1	1
Administrative Asst	0	1	1	1	1
Maintenance	0	0	0	2	2
Security	0	2	2	2	2

Recruitment of Faculty and Staff

Prior to hiring faculty or staff other than the Principal, the School will adopt a complete set of personnel policies governing the hiring, compensation, evaluation, promotion and termination of employees.

Hawthorn will hire teachers who are certified to teach in their field and all core teachers will be Highly Qualified Teachers, or on track to satisfy the requirements of that designation. The School will look for teachers who demonstrate:

- The ability to be nimble in the classroom – to teach to all different levels and to adjust and respond to the needs of the students.
- Commitment to using frequent assessment tools to make sure all girls are progressing and to adapt teaching to address the data revealed in those assessments.
- Commitment to single sex education and to understanding and implementing best practices for educating adolescent girls.

To hire qualified and excellent teachers, Hawthorn School will cultivate relationships with higher-education institutions and teaching corps. (Hawthorn will post positions with area networking organizations, including those serving diverse communities, as well as using employment websites and social media to post openings. The School will identify high performing teachers through referrals and attend local hiring fairs to access highly qualified talent. Other schools in the YWLN network may also be a source for teachers. The School will explore the benefits of subscribing to MyEdMatch, a national talent matching company.

In recruiting faculty and administration, Hawthorn will:

- Adopt and fund the talent search strategies that position the School to recruit, retain and reward the best and brightest teachers and school leaders;
- Hire qualified exceptional faculty and staff and make a substantial promise to professional development, expecting teachers to grow as learners themselves and to develop mastery in the art and science of teaching;
- Offer a competitive and creative compensation package to staff members related to their performance and contributions to the wellbeing of the School and in acknowledgement of the staff’s tremendous responsibility for and impact on students;
- Communicate clearly with prospective faculty and staff about the expectations on the School’s professionals to work long hours, be accessible to students outside of the classroom, lead a Daily Advisory, and other demands that will be placed on them;

- Commit to diversity of all kinds and at all levels and create the conditions and school culture so that teachers learn how to appreciate and map differences then navigate and evolve as demographics change;
- Provide leadership paths for teachers by creating a host of academic and task-force leadership roles that provide them with a seat at the decision making table. ⁱ

Faculty and Staff Expectations

Establishing a school culture committed to providing a nurturing, safe and productive environment begins with the School's professionals. Educators at Hawthorn will strive to promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They will respect the inherent dignity and worth of each individual and help students to value their own identify and practice social and civic responsibilities. Faculty and staff will undergo training in cultural competence, responsive classroom training and curriculum implementation.

All faculty and staff will be expected to adhere to personal and professional standards by:

- Supporting the mission and philosophy of single-sex education that empowers young women to be future leaders in their communities and professions.
- Fully integrating each component of the philosophy into the classroom.
- Committing to the cultural and educational environment through support and advocacy of students and fellow staff.
- Actively pursuing a long-range program of professional growth; seeking self-improvement constantly.
- Beginning each instructional day with a positive attitude, acknowledging the challenges the day will bring, but believing each student has the capabilities to find and achieve success.
- Demonstrating understanding of students and their challenges; making effective use of pertinent information about students in suitable teacher/counseling procedures; working effectively with specialized counseling services.
- Creating supportive and sound parent/teacher relationships through consistent and thoughtful communication.²⁹

Faculty and Staff Retention Plan

The expectations and qualifications are high for Hawthorn faculty and staff. Meeting the needs of a diverse group of students will require a committed team member who does not operate solely within the more traditional work hour structure. Understanding the high level of commitment required, the administrative team will provide a warm and nurturing environment that respects the self-care needs of employees. The School will work to ensure that best practices are used within the School to create and maintain a positive and strength-based work environment and to establish an open environment where communication and feedback are expected, welcome, and encouraged. The School will offer a competitive benefit packages based on extended day and extended year salaries.

Teachers at Hawthorn will participate in a variety of professional development opportunities provided internally, through the YWLN network, and through professional organizations and cohorts. The School will develop pathways to leadership for faculty members. Providing teachers with leadership and growth opportunities and input in decision-making leads to a greater sense of commitment to and ownership of the School's success. They will also be a part of the School's Daily

²⁹ Bassett, Pat (2012) 25 Characteristics of a Great School. NAIS Journal.

Advisory program, which will provide another avenue for creativity in working with adolescent girls.

Faculty and Staff Performance Review

The School will track the seven attributes identified by the Missouri Educator Evaluation System. This will be accomplished through a regular system of self-evaluation, peer evaluation, and administrative evaluation. This method of evaluating teacher performance helps teachers design their own goals and measure their own performance against the goals they set for themselves. In addition, it provides a framework for input from colleagues and from the Principal and Executive Director. Areas of concern will be identified and a performance improvement plan will be put in place to monitor progress toward clearly stated and measurable goals.

Complying with State Requirements while Integrating Professional Practice

Hawthorn School will ensure that certified teachers are complying with state guidelines for charter schools. Certified personnel will supervise all noncertified personnel. Staff and faculty will follow the requirements, as defined by state and federal laws, for providing services for students with disabilities.

Hawthorn will not employ instructional personnel with revoked or suspended certificates of license. All employees will complete a criminal and family care safety registry background check.

All employees will undergo orientation and training in cultural competence, responsive classroom, mandated reporter and ethics training. During the training, employees will be provided with a Faculty/Staff Handbook. Upon completion of the training and receipt of employment contract, employees will be required to sign a statement of understanding and compliance.

B.5 Student Recruitment and Enrollment

Legislation passed in Missouri in 2012 allows for single sex charter schools, provided enrollment in the school is voluntary. Hawthorn will be free and open to female students who are eligible to attend St. Louis Public Schools and students who are eligible to attend St. Louis Public Schools under the terms of a voluntary desegregation program. (R.S. MO §160.410) Hawthorn will give enrollment preference to students residing in the City of St. Louis, students who are children of Hawthorn employees and siblings of students previously enrolled in the School (provided those students satisfy the residency requirements). Hawthorn will not have admission criteria and will accept and meet the needs of all special needs students.

Student Recruitment Plan

Hawthorn's student recruitment plan includes several phases. In the earliest stage, the School's founding Board will begin to develop and cultivate relationships in the St. Louis community well before it is time to actually recruit students. This includes creating points of contact within community organizations serving children, community churches, local businesses, public district elementary schools and local charter elementary schools. It will be important for the School to take a long-range approach to building credibility and understanding in the community and to gain support from community leaders who are in a position to encourage families to consider enrolling their daughters at Hawthorn.

The School has identified a number of organizations with which it has or will have a working relationship and which will serve as sources for recruiting students and families. Exhibit B.5(a).

In the 2014, Hawthorn's practicum student will conduct focus groups to review the School's mission and philosophy while also posing questions regarding family educational desires and expectations. These focus groups will serve as a sounding board for the School during the planning stages, and also as way of beginning to educate the community about the School and as a source of contacts for recruiting students in the future.

Having built relationships with these and other organizations, the second phase of the School's recruitment plan is to reach out to the families of potential students through targeted mailings that explain the School's mission and program. The Principal will also attend school fairs (St. Louis Education Expo, City Academy's Secondary School Fair), community and promotional events (Whittaker Music Festival, Soulard Market, Tower Grove Market, LouFest, and Old North Restoration Market) and neighborhood association events and meetings (Skinker DeBaliviere Community Association, Central West End Association, The Kingshighway Hills Neighborhood Association, and Tower Grove Heights Association) to make students and their families aware of this new and unique school option. Grassroots neighborhood campaigns and door-to-door visits will also attract families.

Hawthorn will engage in a public relations campaign to create interest in the School. This will be a combination of radio and print media coverage and we will use our contacts in the media (The Beacon, St. Louis American, St. Louis Business Journal, and radio personalities, such as Kaci Starr Triplett, Jade Harrell, and Tammie Holland) to gain access to this kind of publicity. Hawthorn will also implement a social media plan to use in recruitment. The website's address will be hawthornscool.org and will also include links to twitter, Facebook, and Linked-In. A fully established social media plan will be useful in recruitment, marketing and building donor relationships.

The third phase of the School's recruitment plan will be a series of open houses for families to visit the School. During the open house, families will meet Hawthorn's school leaders and faculty and will learn of the School's mission and philosophy and be able to ask questions. Exhibit B.5(b) is a sample agenda of such an open house and Exhibit B.5(c) is sample list of FAQs that will be provided to families attending an open house. During these events, enrollment and interest forms will be provided. School administrators will contact families within 48 hours of their attending an event.

Enrollment Projections

Hawthorn will open its first year with a 6th and 7th grade. Targeted enrollment is 80 girls in each grade. Note that the total number of females in St. Louis between the ages of 10 and 19 is 19,594 (2010 census data); thus, at full enrollment of 510 girls in grades 6 - 12, Hawthorn would be enrolling 2.6% of those females.

The School's enrollment plan takes into account the fact that historically the number of students who enroll in a public school exceeds the number of students attending on the first day. Given that fact, the School will over-enroll by approximately five students for incoming 6th and 7th grade classes. The School will expect all girls completing enrollment to attend a one-week summer "bridge program" which should provide a more accurate assessment of how many girls to expect on opening day, and will guide the use of any waitlist.

Opening the school with both 6th and 7th grades provides flexibility in grouping the girls for accelerated learning. Starting with 160 students also enables the school to hire more teachers who

will be specialists in their areas. In addition, starting the School with a larger capacity will likely appeal to families and to donors, as momentum will be strong.

The targeted enrollment of 80 students per grade takes into account a number of factors. First, YWLN's recommendation for enrollment is 80 students per grade. Regardless of facilities and budget, the target number is identified as an ideal class number. Eighty girls create critical mass, bringing life and energy to the program. Eighty girls allow for diversity, a wealth of opportunities for friendships, and enough students to be able to field a basketball team, a debate squad, or a Habitat for Humanity build-out group. Second, the number lends itself to an easy division into four groups of 20, creating a clear construct for hiring teachers. Finally, facilities and financing do have their place in the determination of enrollment size. Charter schools with very small enrollments tend to face financial difficulties. The School's budget is dependent on its enrollment and the programming model becomes difficult to sustain when the budget is based on enrollment for fewer than 500 girls. If enrollment grows above 500, the model of small class sizes, advisory, individual attention, and individually tailored college counseling becomes less feasible.

Enrolling 80 students per grade also allows for some attrition as the students progress through middle and high school. Student attrition, particularly in urban and often transient populations, is common. The School's model accounts for an attrition rate of approximately 10% per grade per year. Several schools in the YWLN have reported a 10% attrition rate, comparable to other urban charters. In addition to the average attrition rate experienced by urban schools, Hawthorn anticipates a larger than usual attrition at the end of 8th grade. Our sister school in Baltimore experienced a larger than anticipated number of girls transferring to a traditional public coeducational school for high school. This was true in the third year of the school, as the first class of students progressed from middle school to high school. To the extent the school does experience a higher than usual attrition rate at the end of eighth grade, that rate will likely fall as the School establishes a proven track record and the students have a clearer sense of what to expect. The enrollment targets are set out in the table appearing on page 25 of this application.

- As described above, the School will modestly over-enroll in the first year to arrive at the target enrollment of 80 students in 6th grade and 80 students in 7th grade.
- The plan is to over-enroll again in the second year for the incoming 6th grade students with the target of enrolling 80 girls in the 6th grade. We anticipate an attrition of 10% of the students moving from 6th to 7th grade and we will fill those empty spaces in an effort to keep our 7th grade enrollment at 80.
- While we anticipate a 10% attrition of students moving from 7th to 8th grade, we do not intend to fill those spots with new 8th graders.
- In year three and all future years, we will again over-enroll for 6th grade with the target of enrolling 80 girls. Again, we will fill the open 7th grade spaces created by attrition between 6th and 7th grade. We will not fill spots created by attrition between 7th and 8th grade. In our entering 9th grade class, we will fill spots we anticipate will be open due to attrition between 7th and 8th grade (10% of 80 down to 72) and 8th and 9th grade (12.5% or 72 down to 63). In other words, we will open enrollment in order to fill the 9th grade class back to capacity of 80 girls.
- We anticipate attrition of 11% between 9th and 10th grade (80 down to 71); attrition of 8.5% between 10th and 11th grade (71 down to 65); and 4.5% between 11th and 12th grade (65 down to 62). We will not fill those spaces.

Enrollment Process

The School's Principal will guide the enrollment process, working to create a sustainable, fluid and transparent enrollment process that attracts a large pool of registrants. Through this process, families will become acculturated and begin to progress towards social and emotional investment in the School. Enrollment will comply with R.S. MO §160.410.

As the School goes through its recruitment process, it will collect contact information on interested students on their families. Each family interested in enrolling will be encouraged to meet one-on-one with the Principal or other administrator. While this will require a significant amount of time, it is important that expectations and information dissemination begins from the outset. This process will ensure that each student and family is educated and informed of the nature of single-sex education, the mission and philosophy of the School, and the School's high expectations for academic and behavioral performance. Each personal contact will provide greater opportunity for information uptake and decrease the likelihood of before-school attrition.

Hawthorn's enrollment will be open to eligible students (i.e., females entering the appropriate grade level(s)) residing in the City of St. Louis and on a limited basis to students who are eligible to enroll in St. Louis Public Schools through the Voluntary Inter-district Choice Corporation program (VICC) according to the enrollment policy and procedures set out herein. The School will set the maximum number of students to enroll at each particular grade level and will host up to three enrollment sessions. Students who are eligible to attend through the VICC program may only enroll during the third enrollment session (which will be held only if the School is not fully enrolled after the earlier sessions).

The School will provide an enrollment preference in each enrollment session for children of the School's employees who live in the City of St. Louis and for children who are siblings of students previously enrolled at the School. The School will also provide an enrollment preference in the third enrollment session for children of members of the School's employees who are eligible to attend through the VICC program.

Registration will be accepted through online, walk-in, and mailed enrollment submissions. The first enrollment session will run for approximately six weeks in the early part of the calendar year. Accepted students' families will be notified of enrollment within seven days of the last day of the enrollment period. Families will have fourteen days to accept the School's decision before forfeiting the space. If the maximum capacity has not been reached after the first enrollment session, the School will hold a second enrollment session over a six-week period in the early spring. This enrollment session will be administered like the first. The final session (which will only be held if the School is not fully enrolled) will be held over a six-week period in the late spring/early summer. During this third session, the enrollment preferences described above will again be in place, with preference for enrollment given to children of employees living in the City of St. Louis, siblings, and students residing in the City of St. Louis. After those students are accepted, if there are still spots available, the School will enroll students who are non-residents of the City of St. Louis and who are eligible to enroll under the VICC program, giving preference to children of Hawthorn employees eligible to participate in the VICC program. (Note that transportation will not be provided for students attending the School under the VICC program.)

The Board may elect to apply the enrollment policies described herein that apply to the third enrollment session to the second enrollment session as well, after considering the enrollment numbers resulting from the first enrollment session. That is to say, the Board may elect to open enrollment during the second enrollment session to students who are eligible to enroll through the VICC program, though preference would be given to students who reside in the City of St. Louis.

During each of these enrollment periods, if more students have registered than there are available seats, a lottery will be used to determine which students are accepted with the stated preferences being taken into consideration in administering the lottery. Using the lottery system, the School will create a numbered waiting list for those students who are not admitted and will draw students from that list, in numerical order, as seats become available.

At no point, during the application process, will students be discriminated against based on race, ethnicity, national origin, gender, religious affiliation or disability. In abiding by R.S. MO §160.140, the school will be available to all girls interested in receiving a Hawthorn education.

Marketing, Recruitment and Enrollment

Plan

Focus Groups	March 2014 – June 2014
Relationship building with local organizations	November 2013 – May 2015 (Ongoing)
Community Marketing	Summer 2014 – Spring 2015
Recruitment Fairs	Beginning Fall 2014
Door-to-Door Campaign	Beginning Fall of 2014
Advertising and Marketing	June 2014 – ongoing
First Round of Enrollment 40%	January 31, 2015
Second Round of Enrollment 60%	May 31, 2015
Third Round (Lottery if necessary)	June 2015

Attrition and Retention

Charter and public schools are no strangers to high attrition rates. The School will work very hard to retain its students by giving them the individual support they need to be successful in and out of the classroom. Because of the School's small size, low student/teacher ratio, Daily Advisory, and mission of supporting each unique girl, the students will not fall between the cracks. At Hawthorn, the girls' achievements will be celebrated publicly and frequently. The School's culture will emphasize ritual, tradition, and rites of passage. It is essential that Hawthorn girls feel a sense of pride and of belonging. They will be continuously reminded to look forward, toward their futures -- to anticipate what lies ahead for them at school and beyond.

In an effort to encourage strong retention, the Principal will host twice per year meetings with families. These will be attached to family-teacher conferences. During the teacher conferences time, families and faculty will discuss the student's progress, areas of growth and goals for improvement. During the second meeting, families and personnel will revisit the Family Commitment Form and a new form will be signed for the upcoming school year. Faculty and staff will also discuss student concerns and challenges during faculty meetings and use the strengths-based communication approach when working with families throughout the entire year.

B.6 Parent, Community and Educator Involvement

Community Involvement

The founding team of Hawthorn School is committed to collaborating in a meaningful and impactful way with community partners. The School's emphasis on building a distinct community of its own will be echoed by a deliberate plan to build bridges between the School community and the broader St. Louis community. Our students and our faculty will benefit from relationships with individuals,

organizations, and businesses throughout the area, and those partners will benefit from their involvement with the School.

Hawthorn anticipates that many members of the community will visit the School, as it will be a unique environment and an academic model of excellence. The School will develop a system for handling these visitors in a way that is welcoming but that does not disrupt classroom or program time. A team of student ambassadors will be selected and trained to welcome visitors and all of the School's students, faculty and staff will understand that treating visitors with respect is a central tenet of the School's code of conduct.

Hawthorn will have an organized approach to engaging volunteers in the life of the School. Volunteers will have opportunities to assist in academic and extracurricular activities. (Examples of volunteer opportunities include reading partners, athletic coaches, and instructors for journalism, gardening, and cooking classes.) These volunteers will go through an orientation and training program; this will serve to educate volunteers about the level of commitment that is expected of them and to build in a level of quality and consistency across the programs. The Director of Student Life and Community Affairs will be responsible for coordinating and training volunteers. Volunteers who are not able to meet their commitment in terms of time or professionalism will be redirected to other avenues through which they can support Hawthorn.

The School will also develop a mentoring program, focused especially on bringing strong female role models into the School on a regular basis. It will be important for Hawthorn students to be exposed to the array of career and life-choice possibilities. Creating informal opportunities for the students to interact with successful women, particularly minority women and women in STEM professions, will expand the students' horizons and help them understand the importance of pursuing higher education.

Hawthorn will actively partner with several programs at Washington University. The Institute for School Partnerships connects Washington University students and faculty to local urban K-12 educational institutions; the Institute collaborates with teachers to enhance classroom learning, particularly in STEM. Vicki May, the Director of the Institute, has been an integral part of Hawthorn's founding team. Washington University's Each One Teach One tutoring program is also a potential partner. Hawthorn will also explore partnering with Washington University's newly formed Institute of Materials Science and Engineering which is planning to develop a curriculum suited to urban schools. Washington University Medical School's K-12 science outreach effort, the Young Scientist Program, offers another avenue for Hawthorn students to participate in STEM outside of the regular curriculum.

The School intends to pursue partnerships with other organizations in St. Louis that target adolescent girls, including Girl Scouts, Girls on the Run, YWCA, Girls, Inc., and Planned Parenthood. These established organizations are natural partners as they share the School's focus on empowering young women. Hawthorn will also partner with organizations that support STEM education. These include the Chess Club and Scholastic Center of St. Louis, the Missouri Science Olympiad, and STL FIRST Robotics Program.

Hawthorn will facilitate internship opportunities for its older students with local businesses and organizations. Potential internship hosts include: Missouri Botanical Gardens, the St. Louis Zoo, the St. Louis Science Center, the Donald Danforth Plant Science Center, and businesses including Monsanto, Boeing, and businesses located in the Cortex district. Hawthorn's relationships with

these organizations and businesses are already being developed and will continue to strengthen as the School and its students mature.

YWLN has successfully engaged New Yorkers through two particular events that Hawthorn will adapt to fit the St. Louis community. "Cool Women, Hot Jobs" brings a diverse group of women together annually to share stories about their career paths with the girls while giving the women an opportunity to network with each other. The annual "(Em)Power Breakfast" has been a very successful fundraising model, bringing a large number of people together to learn about and support YWLN.

Each year, Hawthorn students will participate in a local service learning project. A key element in the School's culture is instilling in the students the responsibility to engage in their community. These hands-on experiences will expose students to the variety of needs that are real and urgent in St. Louis. Hawthorn students will also participate in a number of field trips each year tailored to the curriculum. These will range from trips to local musical and dramatic performances, to art museums, to outdoor areas such as Forest Park and Lone Elk Park.

The School's social worker will have a working relationship with social services agencies around St. Louis. It will be important for Hawthorn's professionals to be able to guide families to appropriate resources for a variety of supports, and the School's connection to the greater community will be essential for it to fulfill this role.

Involving the St. Louis community in the life of the School will enrich our students' experiences as well as the experiences of our community partners. In the many conversations we have had already with members of the St. Louis community, we have found that people are very interested in the plans for the School and that its mission resonates with a wide array of St. Louisans. Cultivating relationships with community members will be essential to Hawthorn's ongoing success and integrating the School into the fabric of the community will increase its impact beyond the students and the families that it serves directly into the broader St. Louis area.

Parent Involvement

The School intends to provide many avenues for parental involvement. During the annual back to school event in the fall, parents will be encouraged to sign up for a variety of school volunteer opportunities (room parents, office support, classroom and school-wide events) and invited to shadow their daughter during school on one of several designated days.

A Parent Advisory Group will be created during the School's first year. This group will meet on a regular basis with the School's leadership to address school culture, concerns and governing procedures. During the group's first year, parents will learn policy procedures; assist the Principal in communicating school philosophy to the broader school community; and establish and promote programs that support the educational, social and fundraising initiatives of the School. The operating philosophy of the Parent Advisory Group is to engage as many parents as possible in meaningful roles to achieve the goals of inclusion and continuity, and to help the School's administration and faculty understand parents' concerns, hopes, and interests.

In addition, parents will be encouraged to participate in the following opportunities and programs described in Exhibit A.8(b).

Educator Involvement

Hawthorn will provide teachers with numerous school leadership roles that impact operations, curriculum and the direction of the School. The five main areas will be staffing, peer evaluation, curriculum development, Daily Advisory and professional development. These areas directly impact the School and will provide teachers with a high level of ownership and responsibility.

Staffing

The executive team and Board members will hire the first round of highly qualified teachers. The initial round of hired teachers will be involved in interviewing and hiring the remaining faculty positions. The Young Women's Leadership School of the Bronx implemented these procedures with great success. By allowing faculty to help hire their own team members, they are able to create the kind of teaching environment that is reflective of the team's expectations for the classroom.

Peer Evaluations

Teachers will conduct self and peer evaluations. This type of transparency provides a high level of accountability from the bottom up instead of the top down. Individuals working side-by-side offer a unique perspective and can provide the administration with a more holistic view of a teacher's performance.

Curriculum Development

Faculty and staff will be assigned teams based on their subject area (STEM, Humanities, etc.). Within these teams, educators will be responsible for developing curriculum within the provided framework. Such collaboration enables teachers to pool knowledge and resources for developing innovative and effective programming. By creating an environment where teachers have a certain level of autonomy, they are able to take ownership in the work and programming delivered to the students.

Daily Advisory

In addition to the regular responsibilities in the classroom, each member of the Hawthorn faculty will lead a small group of students in Daily Advisory. The Advisory curriculum will be implemented across grade levels, so each of the subject-matter teachers will share a common curriculum with each other. The Daily Advisory is an essential element in building the School's culture (from study habits, to discussions about bullying, to fun activities), and having every member of the faculty involved in this common purpose will add to the faculty's involvement in the overall life and health of the School.

Professional Development

As an affiliate of the YWLN, Hawthorn will have access to regional and national professional development programs. Providing educators with access to a larger network of teachers places Hawthorn at the center of the discourse surrounding single-gender education and STEM programming.

C.1 Budget

The School's estimated revenues and expenditures for the first five years of operation and its opening year cash flow analysis using the Charter School Budget Template is attached as Appendix 2.

The Hawthorn Leadership School for Girls is committed to a sustainable financial model that will provide a stable environment for the students and their families. This will be done by ensuring the School is designed on solid financial footing and continually employs sound financial management.

We are taking a conservative, yet reasonable, approach to our financial assumptions based on conversations with both the YWLN, the Missouri Charter Public Schools Association and other charter school business managers in the area. In addition, the founding Board has had guidance in developing this budget from the joint partnership of the Social Venture Partners and the Missouri Charter Public Schools Association and EdOps.

Hawthorn's founding Board has extensive experience managing and overseeing the fiscal health of successful businesses, nonprofit organizations and schools. The governing Board will include additional professionals with expertise in this area.

Key Budget Assumptions

Funding assumptions are based on research from the DESE website and analysis of data collected by that agency, information provided by operating Missouri charter schools, and discussions with MCPSA. Additionally, consideration of actual ADA results provided by the YWLN and other area charter schools established the baseline assumptions for WADA calculations. Key revenue drivers with short explanations are listed below.

Key Revenue Assumptions

- Per Pupil funding: The primary drivers of pupil funding include the state basic foundation formula funding, federal title funding, and local "Proposition C" funding (after Year One of operations).
 - We are planning for no increase in the basic formula funding annually.
 - WADA is driven by school calendar and the data provided by area charter schools and the YWLN.
 - Based on data of local public schools (district and charter) we assume the following demographic profile
 - 90% will be in Daily attendance
 - 85% Free/reduced lunch
 - 15% students with IEPs
 - We have not assumed any summer school days in our Year 1 and 2 WADA calculations to remain conservative. A 45% summer school attendance by enrolled students in Years 3 and 4 is assumed for 20 days of summer school
 - We have assumed Title 1 funding of \$906.70 per student annually
 - We have assumed a food services program with revenues offsetting 90% of expenses
- Fundraising
 - A fundraising assumption has been made based on signed pledges received to date from individual and foundation donors

Key Expenditure Assumptions

Expenditure assumptions are primarily based on the School's mission, model, and desired outcomes. Information from other charter schools (both inside and outside the state) and facilities guidance from experience at other schools helped shape the estimated expenses in the budget included with this application. As with revenues, we are taking a conservative, yet reasonable, approach to expenditure assumptions. Key expense drivers are described below.

- Salaries/Benefit
 - Salary and benefit information was based on research within the St. Louis area using public school salary information
 - 3% salary increases are assumed based on current increases in the market; a 10% increase is assumed in 18/19 to reward faculty who "stay through" start up
 - We have assumed a 35% benefit rate for employees

- A student: teacher ratio of 14:1 is assumed.
- Guidance counselors and a social worker are assumed in our model and are not counted in the student: teacher ratio
- Student Expenses
 - Student expenses such as textbooks, other educational materials/supplies, classroom technology and activities (including benchmark assessments) are assumed on an annual basis based on research from area schools
- Sponsorship Fees
 - 1.5% of student funding is assumed toward a sponsorship fee (begins during year 3 of our budget projections, which is our first year operation, when enrollment begins)
 - One-time \$45K payment to YWLN is assumed in Year 1, prior to our first year of operation/enrollment
- Facilities
 - Assumes a purchase scenario with capital infusion annually to build out the facility as enrollment grows
 - Assumes a down payment of \$700,000 for a building in Year 2
 - A purchase loan for 15 years @ 6% is assumed
 - Full maintenance costs and insurance for the property is assumed in Year 2 (when building purchase is assumed)
- Transportation
 - Cost of transportation is not assumed in our model (accordingly, state reimbursement is not assumed). Cost of transportation for students whose IEPs require transportation will be included if and when that occurs.

The School's primary focus in planning for financial contingencies related to low enrollment, changing demographics, or other financial challenges is to protect academic programming. The School will work to prevent unexpected financial challenges by staying informed of state and national policy changes, tracking enrollment closely, seeking guidance regarding potential special education revenue and costs, and performing proper governance oversight via monthly financial reports to the School's Board of Trustees.

In the event a serious shift in anticipated revenues or expenditures occurs, school leadership may elect to take one or more of the following courses of action:

- Identify area(s) causing the budget shift and attempt to adjust those factors;
- Monitor and identify, in real time, material shifts in budgeted revenues and expenditures and take swift corrective actions to mitigate budgetary impact;
- Negotiate service contracts with risk-sharing as well as review contracts for possible cost-savings with alternate providers;
- Adjust staffing to reflect a higher student-teacher ratio;
- Modify expectations regarding extracurricular activities;
- Modify facility strategy to lease vs. buy.

C.2 Financial Management

Effective and responsible financial management systems are critical to the success of Hawthorn School. The Executive Director, Chief Operating Officer and Board of Trustees will work together to establish systems and procedures for managing the School's finances. The School will also seek

advice from the Missouri Charter Public Schools Association to develop best practices for financial management of a charter school.

Hawthorn will adopt financial practices consistent with its fiduciary responsibility for public funds. The School's fiscal year will run from July 1 to June 30. The Executive Director, COO, and Board of Trustees Budget Committee will be responsible for preparing a detailed budget and cash flow statement each year which will be submitted to the Board of Trustees for review and approval at least one full month before the beginning of each new fiscal year.

The COO will prepare monthly balance sheets and statements of activity that will be presented to the Board of Trustees at their monthly meetings. Financial records, short and long-term, will be maintained in a manner that complies with public school retention laws and will be coded in a manner prescribed by the Missouri Financial Manual. The COO will also prepare an annual final expenditure report for every federal program operated by the School.

Hawthorn will engage an independent certified public accounting firm to conduct an annual audit. In addition, the School will prepare and submit all necessary financial documentation for the Annual Secretary of the Board Report, in accordance with R.S. MO §162.821 and §165.012.1. Hawthorn will file all necessary federal and state tax returns.

The School will submit an annual report to its sponsor that provides detailed information about the School's academic program and financial health. The School will also work with DESE to evaluate its academic programs, progress and results; its financial health; and any other information that DESE requires. The School will comply with grant reporting requirements in administering grants it receives.

Internal Controls

Accounting System: Hawthorn will purchase accounting software to produce its financial reports and link student information to school finances.

Cash Receipts: The COO will manage the receipt, deposit, recording and reconciliation of all deposits. Any cash received will be deposited within the same day.

Cash Disbursements: The COO will authorize, record and reconcile all money paid or withdrawn which shall be used exclusively for business purposes. The COO's controls over such disbursements shall include purchase orders and use of the School's credit card. The COO will sign checks issued by the School. Checks in excess of \$5,000 will require a second signature of an authorized signer. A check register will accurately reflect all disbursements. Checks in excess of \$1,000 require approval by the Board.

Purchases: The Board will adopt a procurement policy that complies with federal guidelines relating to public schools. No purchase will be made unless the goods or services purchased are reflected in the School's budget. If an unexpected expense does arise, the Executive Director and the COO will review the budget and make a recommendation to the Treasurer of the Board of Trustees on how best to address the expense. The Board of Trustees must approve all modifications to the budget. The Board of Trustees Budget Committee will develop a policy for handling emergency situations, and a small emergency fund is included in the budget.

Payroll: The COO will document employee pay rates and maintain those documents in personnel files which will be kept in a secure location. All payroll disbursements will comply with local, state

and federal laws and applicable tax regulations. Payroll disbursements will be properly recorded and reconciled. The School may choose to contract with a payroll processing firm such as Westbrook & Co. to do this work.

Student Information System: Hawthorn will use an electronic student information system (“SIS”) to track student enrollment, attendance, free and reduced lunch eligibility, special education students, student assessment data and grades. The School will also purchase special education tracking software to track student’s eligibility, IEPs, evaluations, data, and progress. Student information tracking systems will be internet-based. They will align with state reporting requirements and will accommodate the financial coding system prescribed by the Missouri Financial Manual. The systems will track information over multiple years in compliance with the public school information retention laws.

Student Records: The Chief Operating Officer will be responsible for the accurate keeping and reporting of student records including, but not limited to, immunization records, class schedules, records of academic performance and credits earned toward graduation, disciplinary actions, attendance and standardized test results and documentation required under federal and state law regarding the education of students with disabilities. Hawthorn shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C §1232g. In accordance with R.S. MO §167.020.7, the School will request students’ records from her transferring school within two days of her enrollment at Hawthorn. The School will respond to such records request from other schools or districts within five business days.

C.3 Facility

The School will be centrally located in St. Louis to attract students from around the entire city. By definition, the School is drawing from only half of the school-age population (the females) and the single-sex environment will not appeal to all girls or their families. Therefore, the School will need to be accessible to a maximum number of neighborhoods in order to reach its enrollment targets. In addition, the centrality and accessibility of the location will attract a diverse student population. Because the School will not offer transportation, it is essential that it be located in an area that is easily accessible by public transportation. The School’s youngest students will be 11 or 12 years old and in most cases capable of riding public transportation independently. Access to public outdoor space is desirable. The School’s facility will meet ADA standards of accessibility as required.

The School’s founding board has developed a framework for determining our facility needs, based on an estimate of 130 s/f per student. Because the School’s enrollment will grow gradually, it would not require the entire building to be erected and functional in years 1 through 4, but rather could “grow into” a space as the student body grows. It is possible that the School will be in a temporary location during its first two to three years. In these early years, the School will enroll only middle school students (6th and 7th grades the first year, 6th, 7th and 8th grades the second year). Arguably, the physical space requirements of middle school students can be met more easily than those of high school students. Thus, if it is necessary for the School to “incubate” in a temporary space while a permanent home is identified and developed, it would be natural to work within a two-year time frame and to focus on having the School’s permanent space ready to occupy in the fall of 2017 which will be the first year the School would have high school students.

The outline of the School’s facility needs is attached as Exhibit C.3(a).

C.4 Transportation

The School does not plan to offer transportation to students (including students who participate in the VICC program), except for those students for whom transportation must be provided according to the students' IEPs. It is important that the School be accessible by safe and reliable public transportation and that it has adequate entrance and egress for cars to drop off/pick up and for parking for faculty and staff and a few guests. Parking for parents and guests during special occasions will need to be worked out with neighboring institutions. In several years, the School might find the need to own one or two small buses to transport students on field trips or to after school activities, but that expense is not currently in the budget.

Currently, MetroBus and MetroLink are piloting a "High School Semester Pass" program. If such a program is in place in future years, Hawthorn will administer the program for its students. The subsidized pass (currently \$150.00 per semester) is accepted as full fare on all MetroBus and MetroLink service in Missouri and St. Clair County (though not on special MetroBus services such as the Red Bird Express).

If the IEP Team determines transportation is necessary as a related service, the student's IEP document will reflect this. If such transportation is required, the School will adhere to the state's requirements that such service be provided by the School by contracting with a transport service on a case-by-case basis.

C.5 Insurance

Hawthorn School will obtain the required insurance coverage immediately upon receiving notice of approval of its charter application by DESE; such coverage may be purchased through the Missouri public entity risk management fund. While the application is pending, the School will explore insurance options that carry a minimum A-Best rating.

The following categories will be insured:

- Directors' and Officers' Liability
- Commercial General Comprehensive Liability including contractually assumed liability insuring Hawthorn, its board, officers, employees and agents and naming Washington University, its Board of Trustees, officers, employees and agents as additional insureds, against claims for damages or personal injuries, including death, that may arise from Hawthorn's operation of the School, whether such operation be by Hawthorn directly or by any subcontractor, or by anyone directly or indirectly employed by either of them and including coverage of corporal punishment and athletic participation.
- Property insurance for buildings and any contents being used by the School based on replacement value
- Errors and Omissions Liability Insurance
- Educators' Legal Liability
- Sexual Abuse Liability
- Automobile Liability (if necessary)
- Excess Liability/Umbrella coverage
- Workers' Compensation Liability

- Surety bond for the School's chief financial officer (in an amount to be determined according to the cash flow) or a policy covering all employees in the amount of at least \$500,000 in the event of employee theft, in accordance with R.S. MO §160.405.13
- Errors and Omissions Liability Insurance covering those sources of liability arising out of the rendering or failure to render professional services in the performance of the School's contract with Washington University.

C.6 Terms of Sponsorship and Provisions Regarding Closing

Washington University will serve as Hawthorn's sponsor. The terms of the contractual relationship between Washington University and Hawthorn Leadership School for Girls are set out in Exhibit B.1(e). This contract includes:

- The term of the charter which is five years and renewable
- Description of under what circumstances and according to what notice requirements the sponsor shall intervene in the administration of the school, take remedial action, revoke, or refuse to renew the charter
- Provision for transfer of student records upon closure of the School for any reason to DESE for appropriate disposition in the sole discretion of DESE
- Provision for all unobligated assets of the School to be returned to DESE for disposition in accordance with Missouri law upon closure of the School for any reason.

In addition to the provisions addressing procedures to be implemented if the School should close that are included in the sponsorship contract, the School shall, upon closure for any reason:

- Archive its business operation records and its personnel records in keeping with sound and acceptable business practices and make those records available to DESE
- Submit final audited financial reports to the School's Board of Trustees, sponsor, and DESE, covering that part of the fiscal year, whether full or partial, immediately prior to closing
- Resolve any and all remaining financial obligations prior to returning all unobligated assets of the School to DESE
- Notify in writing all parents or guardians of students currently enrolled in the School and those, if any, with plans to enroll in the School the following academic year of the School's impending closure within 30 days of the decision to close
- Notify the St. Louis Public School District, the retirement system in which the School's employees participate, and the Missouri Board of Education within 30 days of the decision to close

C.7 Pre-opening Plan (please see Exhibit C.7(a))

C.8 Letters of Support (please see Exhibit C.8(a))

Table of Exhibits

A.1(a) -- YWLN description and data

A.2(a) – Sample lesson plans for sixth and seventh grade math

A.3(a) -- Assessments

A.8(a) -- Student commitment form and pledge of peace

A.8(b) – Parent education seminars

B.1(a) – Articles of Incorporation

B.1(b) – By laws

B.1(c) – Tax Exempt Designation Letter

B.1(d) – Conflict of Interest Policy

B.1(e) – Contract with Washington University

Appendix 1 – Request for information from prospective board members

B.2(a) – Board member resumes

B.3(a) – Management organization chart

B.3(b) – Job descriptions

B.5(a) -- Sources for student recruitment

B.5(b) – Sample agenda of recruitment open house

B.5(c) -- FAQs for prospective families

Appendix 2 – Five-year budget and cash flow analysis

C.3(a) – Program space allocation

C.7(a) – Pre-opening plan

C.8(a) – Letters of Support

The Young Women's Leadership Network School Model:

Hawthorn School will be an affiliate school of the Young Women's Leadership Network. The Young Women's Leadership Network School Model was developed to provide meaningful choices for first generation primarily minority students in urban communities and to address their academic and developmental needs in order to assure the possibility of their achieving their full potential. Hawthorn will be the first school of its kind in St. Louis and will bring this high-performing model to our young women.

Young Women's Leadership Network (YWLN) supports two life-changing programs that empower low-income youth to break the cycle of poverty through education: The Young Women's Leadership Schools (TYWLS), a high-performing network of all-girls public secondary schools, and CollegeBound Initiative (CBI), a comprehensive college guidance program for young women and men. There is massive and compelling evidence that both of these models have a positive and lasting impact on first generation minority students. When girls are given a personalized, holistic educational experience that focuses on rigor and results and when students are given intimate college counseling from the time they enter middle school, they can and do enter college and complete college at rates significantly higher than their peers. St. Louis is an urban center with a large population of first generation minority students and young women at risk who will benefit from the Young Women's Leadership Network all-girls school model. Students will be supported to achieve their personal best in and out of school.

YWLN has six network schools in New York City, and nine national affiliates: Young Women's Leadership Charter School of Chicago, six all girls public district schools in the state of Texas (Dallas, Fort Worth, Austin, Lubbock, San Antonio, and Houston), The Baltimore Leadership Charter School for Young Women, and the Rochester College Prep Charter School. Hawthorn Leadership School for Girls in St. Louis will be the 10th affiliate school.

Like all YWLN network and affiliate schools, Hawthorn will be open to students of all ability levels who wish to be educated in an all-girls college prep school.

The essential elements of the YWLN model include:

- All girls 6 – 12 grade public school serving low income, primarily minority girls in an urban area;
- Rigorous college preparatory curriculum with high expectations for academics and behavior that the students know and understand;
- Enrollment available to girls at all ability levels, in particular average and below average students eligible for promotion and desirous of a college prep path, and including students with disabilities and/or special needs;
- Small class sizes (20-25 students);
- A strong, dedicated, well-prepared staff devoted to the education of adolescent girls who are experts in their fields;
- Ongoing professional development designed to support instructional staff at all levels with research based best practices for teaching urban adolescent girls and on the social/emotional development of girls, understanding the needs of the whole girl;

- STEM focused curriculum emphasizing hands-on learning and discovery and offering advanced classes in STEM areas as well as opportunities to engage in STEM related fields outside of the classroom;
- Curriculum that is integrated both horizontally and vertically, including an integrated humanities curriculum in the middle school that combines communication arts and social studies;
- Continual focus on literacy throughout all subject areas;
- Data driven planning and instruction, including a school based data inquiry team, with exemplary outcomes for students as measured against peers in the city and state;
- Daily advisory with one faculty member responsible for a small group of girls who gather each day, addressing not only the girls' academic needs but also their social, emotional, and physical development. Advisors serve as the girls' primary advocate as well as the liaison between the school and the parents;
- College and career preparedness, with the focus on college as a reality for every girl, including a full-time trained college counselor who works with the girls individually beginning in 10th grade;
- Uniforms;
- Leadership curriculum to help each girl find her own voice and style as a leader;
- Health and Wellness curriculum specifically designed for urban adolescent girls with an emphasis on developing and maintaining self-esteem;
- Individual accountability stressing each girl's responsibility for her own learning and decision-making;
- Programs and partnerships with businesses and organizations throughout the community, offering students opportunities to connect to the wider world and have hands-on learning experiences;
- Presence of mentors to provide guidance and inspiration to the students;
- Extended time for learning including on-boarding for all new students, extended daily schedule, and summer programming;
- Understanding that the students' families are partners in the school's mission to prepare their daughters for academic and personal success;
- Ability to raise funds to support the school's high quality programming and to provide a safe, stable and stimulating environment.

The data included in the next several pages provides a snapshot of the YWLN schools' success. Hawthorn's founders are privileged to affiliate with this organization and its high-performing set of schools. Hawthorn will bring this model of academic and personal excellence to the young women of St. Louis. Being able to show the outcomes and successes of the existing Young Women's Leadership Schools will have a positive impact on Hawthorn's ability to recruit students, faculty and school leadership as well as on the school's ability to raise funds to support the school's work.

TYWLS Student Attendance

School Year (SY)	The Young Women's Leadership Schools		
	East Harlem	Queens	Astoria
SY 2009-2010	94%	96%	93%
SY 2010-2011	95%	93%	97%
SY 2011-2012	96%	93%	97%

Source: <http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm>

TYWLS Student Retention: 2010-2011 to 2011-2012

By grade	The Young Women's Leadership Schools			
	East Harlem	Queens *	Astoria	Brooklyn
Grade 6	100%		99%	86%
Grade 7	98%		99%	91%
Grade 8	92%		82%	63%
Grade 9	91%		89%	N/A
Grade 10	87%		99%	N/A
Grade 11	98%		N/A	N/A
Averages	94%		94%	80%

Source: NYC DOE STARS Enrollment Listing report

Notes:

Chart above reflects the percentages of students enrolled in 2010-2011 who returned for the 2011-2012 school year.

* Data not available for TYWLS of Queens

New York State Standardizing Tests
TYWLS Middle School ELA & Math Scores, Spring 2012

Spring 2012	NYC DOE		City		The Young Women's Leadership Schools							
	Wide	ELA	MATH	City	East Harlem		Queens		Astoria		Brooklyn	
GRADE 6	43.3	59.3	57.7	69.2	77.3	82.7	70.8	79.8	64.4	80.4	42.2	54.0
GRADE 7	43.3	57.3	64.6	81.3	62.9	64.8	67.9	84.6	42.2	54.0	50.0	47.6
GRADE 8	39.0	55.2	61.5	84.6	50.7	57.7	66.7	78.2	50.0	47.6		

Spring 2011	NYC DOE		City		The Young Women's Leadership Schools							
	Wide	ELA	MATH	City	East Harlem		Queens		Astoria		Brooklyn	
GRADE 6	43.6	56.0	52.9	80.4	70.2	63.8	58.8	75.0	43.3	55.9	40.8	55.1
GRADE 7	36.5	55.5	44.2	92.3	51.3	66.7	71.3	87.4	40.8	55.1	31.1	58.1
GRADE 8	35.0	52.5	39.6	72.9	43.3	51.3	60.0	80.0	31.1	58.1		

Spring 2010	NYC DOE		City		The Young Women's Leadership Schools							
	Wide	ELA	MATH	City	East Harlem		Queens		Astoria		Brooklyn	
GRADE 6	40.1	53.0	53.8	75.0	N/A	N/A	67.1	74.7	19.2	30.8	24.6	N/A
GRADE 7	38.2	52.6	50.0	76.0	47.6	69.9	63.4	92.7	24.6	30.0	N/A	N/A
GRADE 8	37.5	46.3	47.1	48.0	51.9	61.7	61.7	80.2	N/A	N/A		

Spring 2009	NYC DOE		City		The Young Women's Leadership Schools							
	Wide	ELA	MATH	City	East Harlem		Queens		Astoria		Brooklyn	
GRADE 6	72.6	77.0	84.6	96.2	N/A	N/A	88.9	95.0	64.1	74.2	N/A	N/A
GRADE 7	70.9	80.8	90.0	98.0	91.1	97.4	97.4	100.0	N/A	N/A	N/A	N/A
GRADE 8	57.0	71.3	81.8	80.6	92.0	86.7	89.0	98.8	N/A	N/A		

Source: <http://schools.nyc.gov/NR/exeres/05289E74-2D81-4CC0-81F6-E1143E28F4C4.frameless.htm>

TYWLS NYS Regent Exam Scores, Spring 2012

TYWLS of Astoria 2012 Results

Test Subject Area	0-54	55-64	65-84	85-100	Taking	Passing	Pass Rate Astoria	Citwide Pass Rate
US HISTORY	5	4	34	40	83	74	89%	71%
GLOBAL	9	17	27	37	90	64	71%	63%
ALGEBRA *	2	2	40	26	70	66	94%	62%
GEOMETRY	2	7	40	13	62	53	85%	55%
LIVING ENVIRONMENT	0	2	34	31	67	65	97%	68%
EARTH SCIENCE	1	4	24	28	57	52	91%	50%
CHEMISTRY	0	1	13	4	18	17	94%	51%
ELA	3	8	50	36	97	86	89%	74%

TYWLS of East Harlem 2012 Results

Test Subject Area	0-54	55-64	65-84	85-100	Taking	Passing	Pass Rate East Harlem	Citwide Pass Rate
ELA	0	1	19	51	71	70	99%	74%
GLOBAL	5	4	44	20	73	64	88%	63%
US HISTORY	1	2	32	35	70	67	96%	71%
ALGEBRA *	3	8	70	13	94	83	88%	62%
GEOMETRY	11	14	41	11	77	52	67%	55%
LIVING ENVIRONMENT	1	9	42	23	75	65	87%	68%
EARTH SCIENCE	9	16	29	13	67	42	63%	50%
CHEMISTRY	2	6	40	3	51	43	84%	51%
PHYSICS	0	0	1	0	1	1	100%	58%

TYWLS of Queens 2012 Results

Test Subject Area	0-54	55-64	65-84	85-100	Taking	Passing	Pass Rate Queens	Citwide Pass Rate
ELA	2	6	26	3	38	29	76%	74%
GLOBAL	3	2	38	22	65	60	92%	63%
US HISTORY	0	1	30	19	50	49	98%	71%
ALGEBRA *	10	24	62	7	103	69	67%	62%
GEOMETRY	12	18	27	3	60	30	50%	55%
LIVING ENVIRONMENT	4	10	46	12	72	58	81%	68%
EARTH SCIENCE	10	9	34	7	60	41	68%	50%
CHEMISTRY	2	8	5	1	16	6	38%	51%
ADV ALG/TRIG	11	7	11	3	32	14	44%	38%

TYWLS of Brooklyn 2012 Results

Test Subject Area	0-54	55-64	65-84	85-100	Taking	Passing	Pass Rate Brooklyn	Citwide Pass Rate
ALGEBRA *	23	32	72	1	132	73	55%	62%
GEOMETRY	1	4	9	0	15	9	60%	55%
LIVING ENVIRONMENT	22	32	74	10	138	84	61%	68%
CHEMISTRY	3	6	4	1	14	5	36%	51%

Notes:

*Algebra scores include 8th grade test takers

Source: NYC DOE STARS Regents Exam Report

High School Graduation Data

Years	Percent TYWLS, EH	Percent TYWLS, QNS
2011-2012	98	91
2010-2011	97	93
2009-2010	100	N/A
2008-2009	97	N/A
2007-2008	94	N/A
2006-2007	96	N/A

Notes:

The data above is cohort graduation rates as published by the NYC DOE

Source: <https://school.nyc.gov/accountability/data/graduationdropoutreports>

College Acceptance Data

Years	Percent TYWLS, EH	Percent TYWLS, QNS
2011-2012	100	100
2010-2011	100	98
2009-2010	100	N/A
2008-2009	100	N/A
2007-2008	100	N/A
2006-2007	98	N/A
2005-2006	100	N/A
2004-2005	100	N/A
2003-2004	100	N/A
2002-2003	97	N/A
2001-2002	94	N/A
2000-2001	100	N/A

Note: The data above is collected by CBI College Bound Counselors and recorded in Naviance

College Enrollment Data

Years	Percent TYWLS, EH	Percent TYWLS, QNS
2011-2012	83	90
2010-2011	97	94
2009-2010	95	N/A
2008-2009	86	N/A
2007-2008	94	N/A
2006-2007	77	N/A
2005-2006	95	N/A
2004-2005	85	N/A
2003-2004	81	N/A
2002-2003	85	N/A
2001-2002	85	N/A
2000-2001	88	N/A

Note: The data above is reported and confirmed by National Student Clearinghouse (NSC)



TYWLS Postsecondary Outcomes- as of April 2013

Key Finding:

The Young Women's Leadership Schools (Includes TYWLS East Harlem and TYWLS Queens)		Assumptions	Sources
For every 100 TYWLS students (9th graders):			
<p>97</p> <p>83</p> <p>73</p> <p>39</p> <p>11</p> <p>3</p>	<p>Graduate from High School</p> <p>Enroll in College</p> <p>Enroll in a 2 year college</p> <p>Graduate from a 2 year college in 3 years</p>	<p>HS graduation rate =</p> <p>College enrollment rate =</p> <p>4-Year College Enrollment rate =</p> <p>150% 4-Year College Graduation rate =</p> <p>2-Year College Enrollment rate =</p> <p>150% 2-Year College Graduation rate =</p>	<p>97% (1)</p> <p>86% (2)</p> <p>87% (3)</p> <p>54% (4)</p> <p>13% (3)</p> <p>25% (5)</p>
NON TYWLS High School Graduates			
For every 100 Black and Hispanic females (9th graders)			
<p>61</p> <p>37</p> <p>21</p> <p>10</p> <p>16</p> <p>4</p>	<p>Graduate from High School</p> <p>Enroll in College</p> <p>Enroll in a 2 year college</p> <p>Graduate from a 2 year college in 3 years</p>	<p>HS graduation rate =</p> <p>College enrollment rate =</p> <p>4-Year College Enrollment rate =</p> <p>150% 4-Year College Graduation rate =</p> <p>2-Year College Enrollment rate =</p> <p>150% 2-Year College Graduation rate =</p>	<p>61% (6)</p> <p>61% (7)</p> <p>57% (8)</p> <p>48% (9)</p> <p>43% (8)</p> <p>26% (10)</p>
TYWLS 4 year graduation rate effect (TYWLS 4 year degrees divided by non TYWLS 4 year degrees) =			387%

Implications:

TYWLS alumnae achieve four year college degrees at more than triple the rate of their comparison group peers because:

- TYWLS alumnae enroll in 4 year colleges at higher rates, and,
- In general, 4 year colleges have higher degree conferral rates

In other words, TYWLS increases college degree attainment by maximizing enrollment at colleges which do a good job of graduating students.

Notes:

- (1) High School Graduation Outcomes for TYWLS Classes of 2007-2012. New York City DOE Calculation Method. Accessed April 2013: <http://schools.nyc.gov/Accountability/tools/report/default.htm>
- (2) TYWLS actual college enrollment rate for senior classes 2001-2009 (n= 391/445=86%). National Student Clearinghouse results.
- (3) TYWLS actual college enrollment rate for senior classes 2001-2009 (Enrolled 4 year n=342/391=87%), (Enrolled 2 year n=49/391=13%). National Student Clearinghouse.
- (4) 4 Year College Graduation rate in 150% time (6 years from start of enrollment in college). TYWLS actual results. National Student Clearinghouse and TYWLS verification. Selected years, (Class of 2001-2005), include those students who would have had enough time to graduate within the benchmark period n=85/173=49% plus 5% differential to include those students who attended schools that do not report to NSC but did graduate from a 4 year institution within the timeframe= 54% (CBI Counselor additional verification).
- (5) 2 Year College Graduation rate in 150% time (3 years from start of enrollment in college). TYWLS actual results. National Student Clearinghouse. Selected years, (Class of 2001-2008), include those students who would have had enough time to graduate within the benchmark period (n=6/24=25%).
- (6) Estimate based upon 12% differential for girls vs boys HS graduation rate plus coed black and hispanic graduation rate of 55% as reported by NYC DOE for graduating classes of 2007-2011. Increase of 6% to account for female effect.
- (7) U.S. National Center for Education Statistics (NCES), Digest of Education Statistics, annual. <http://nces.ed.gov/>. Internet release date 9/30/2011. Table 276. College Enrollment of Recent High School Completers. <http://nces.ed.gov/programs/coe/tables/table-pgr-1.asp>. Estimate of 61% (2.5% differential) based on female vs. male enrollment rates for Black and Hispanics (58% for Black and Hispanic differential between male and female is 5%- we add 2.5% increase for boys and 2.5 % increase for girls as the total enrollment male/female is approximately 50-50).
- (8) U.S. National Center for Education Statistics (NCES), Digest of Education Statistics, annual. <http://nces.ed.gov/>. Internet release date 9/30/2011. Table 279. College Enrollment by Selected Characteristics Class of 2001-2009. Black and Hispanic students enrolled 4 year 53% and enrolled 2 year 47%. Estimate of 57% (4% differential) based on female vs. male enrollment patterns by institution type. (4% added to reflect female effect, conversely 4% subtracted from 2 year enrollment).
- (9) The Condition of Education (2001-2004). Postsecondary Graduation Rates: <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=091#060>. 45% for Black and Hispanic students, adjusted up 3% for the female effect.
- (10) NYC CUNY 2 Year Graduation Rates ; Black and Hispanic students (2007-2010). CUNY Office of Institutional Research and Assessment <http://cuny.edu/about/administration/offices/ira/ir.html>.

Additional Notes:

*Slight differences may be noted due to rounding.

**This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but rather uses a collection of available cross sectional data.

Chicago

Young Women's Leadership Charter School of Chicago - YWLCS

Opened in 2000

First graduating class: June 2009

Serves: 350 girls in grades 7-12

- 94% YWLCS seniors graduate from High School Every Year
- 100% YWLCS class of 2013 graduated from high school
- 100% YWLCS class of 2013 were accepted to college
- 95% YWLCS Class of 2012 graduated from high school
- 98% YWLCS Class of 2012 were accepted to college
- 96% YWLCS graduation rate over the last 8 years
- 55% YWLCS graduates have completed or are persisting in college
- 40% YWLS students who entered college between 2004 and 2007 and earned a degree by May 2010 or expected to earn a degree within the next year
- 2.2 Million dollars in scholarships and grants offered to the Class of 2012

Source: http://ywllcs.org/about/_documents/YWLCSTheFacts2012-13_000.pdf
http://ywllcs.org/about/_documents/YWLCSbytheNumbers2012-13_000.pdf

Maryland

Baltimore Leadership Charter School for Young Women

Opened in 2009

First graduating class: 2016

2011 - 2012 Enrollment: 250

- 75% Percentage of students meeting Math performance standards
- 87% Percentage of students meeting Reading/ELA performance standards

Source: <http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/domain/80/schoolprofiles/348-BaltimoreLeadership-Profile2013.pc>

New York

Young Women's College Prep Charter School of Rochester

Opened in 2012

First graduating class: 2018
2011 - 2012 Enrollment: 80
Additional data is pending

Texas

The Irma Rangel Young Women's Leadership School

Opened in August 2004

First graduating class: June 2009

2012 - 2013 Enrollment: 523 girls in the 6th - 12th grades

- 100% Percentage of students meeting Math performance standards
- 100% Percentage of students meeting Reading/ELA performance standards
- 100% High school graduation rate for the Class of 2012
- 100% College acceptance for Classes 2009-2012
- 94% College enrollment rate
- 87% Persistence rate
- 6.6 Million dollars awarded in academic and merit scholarships
6 college graduates, 4 more expected this Fall 2013

Source: <http://www.feyw.org/content/our-results>

Ann Richards School for Young Women Leaders

Opened in August 2007

First graduating class: June 2013

2012 - 2013 Enrollment: 700 girls in the 6th - 12th grades

- 100% High school grad rate for the Class of 2013
- 100% College acceptance for the Class of 2013
- 99% Percentage of students meeting Math performance standards
- 99% Percentage of students meeting Reading/ELA performance standards

Source: <http://www.feyw.org/content/our-results>

Young Womens Leadership Academy- San Antonio

Opened in August 2008

First graduating class: June 2014

2012 - 2013 Enrollment: 340 girls in the 6th - 11th grades

99% Percentage of students meeting Math performance standards
100% Percentage of students meeting Reading/ELA performance standards

Source: <http://www.feyw.org/content/our-results>

Talkington School for Young Women Leaders - Lubbock

Opened in August 2008

First graduating class: June 2014

2012 - 2013 Enrollment: 398 girls in the 6th - 11th grades

96% Percentage of students meeting Math performance standards
99% Percentage of students meeting Reading/ELA performance standards

Source: <http://www.feyw.org/content/our-results>

Young Women's Leadership Academy - Fort Worth

Opened in August 2010

First graduating class: June 2016

2012 - 2013 Enrollment: 263 girls in the 6th - 9th grades

95% Percentage of students meeting Math performance standards
99% Percentage of students meeting Reading/ELA performance standards

Source: <http://www.feyw.org/content/our-results>

Young Women's College Preparatory Academy - Houston

Opened in 2011

First graduating class: June 2016

2011 - 2012 Enrollment: 216 girls in the 6th and 9th grades

Additional Data Pending

Exhibit A.2(a) – Sample Lesson Plan: Math Grades 6 and 7

Math Lesson Plan Grade 6

Focus of the Lesson:	How can we write verbal phrase and sentences into one step equations?	
Lesson Objective(s):	To convert mathematical words into numbers and words.	
Essential Questions:	<ul style="list-style-type: none"> • How can an algebraic expression help me solve a real-world application problem? 	
Standards Including CCLS	6EE2a	
Vocabulary:	Translate	
Materials Needed:	Worksheet, smartboard	
Barriers to Learning:	Reading words;	
PLANNING WITH UDL:		
Multiple Means of Representation: How are you going to present your content so that it meets the needs of ALL students?	Multiple Means of Engagement: How are you going to provide multiple pathways for students to actually learn the material presented?	Multiple Means of Expression: How will students demonstrate what they have learned? How will you assess progress and mastery?
Variety of word problems. Some with a lot of words, some with few words. Different colors to differentiate ideas.	Tiered Worksheet Joke to introduce translating Grouping based on level	Exit Slip-Recap

Flow of the lesson:

<p>Do Now (5 minutes)</p>	<p>Brainstarter:</p> <p>1) Any number raised to the zero power is _____.</p> <p>2) Solve: 3^3</p>  <p>3) Compare using the inequality symbols. 7^2 _____ 3^3</p> <p>4) Andi walks at a rate, r, of 4 miles per hour. What is the distance, d, that she walks in the time, t, of 3 hours? $d=rt$</p>
<p>Anticipatory Set (5 minutes)</p>	<p>Joke in Spanish: Hay tres clases de personas: las que saben contar y las que no. Ask who understands this joke. Why were some people able to understand and other not able to understand? There are three kinds of people: those who know how to count, and those who don't.</p>
<p>Introduce and Model New Knowledge/ Mini-lesson as a Whole Class (15 minutes)</p>	<p>Model how to translate: Show student some examples. Tell them that we are going to circle the operations and box the numbers. Then we will write the number symbol and operation symbol above the word and operation.</p> <ol style="list-style-type: none"> a number increased by forty two the difference between forty six and a number fifty five times a number the quotient of twenty and a number is ninety two. <p>Ask: In number #1, if I changed the word increase to decrease, how would the translated expression change. What is the difference between number 1 and number 2?</p>
<p>Guided and Independent Practice with UDL (20 minutes)</p>	<p>Tiered Worksheets:</p> <p>Tier 3: Word problem story questions.</p> <p>Tier 2: Some simple problems and some word problem stories to translate.</p> <p>Tier 1: Simple translating problems with as few words as possible.</p> <p>Teacher will meet in same group to chart key words with students in the grouping.</p>
<p>Closure/Exit Slip (5 minutes)</p>	<ol style="list-style-type: none"> Victor has ten fewer cards than fifteen, which is five. Carmen is six years less than fourteen years old. Five less than a number
<p>Homework</p>	<p><i>Weekly Sheet - Today practice converting mathematical words into numbers and words.</i></p>

7th Grade Mathematics. Unit 3: Proportions, Percents & Probability.

AIM: How can we determine if two ratios are proportional?

Standard: 7.RP.2a Recognize and represent proportional relationships between quantities.

a. Decide whether two quantities are in a proportional relationship.

Objective: Students discover that two ratios are proportional through three different methods:

- if the values are equal when you cross multiply,
- if fractions are equivalent when reduced completely, and
- if the values of two ratios are equal when converted to decimal numbers.

DO NOW:

Read the paragraph and review the table below. Then, write the following answers in your notebook. Use complete sentences.

A new self-serve frozen yogurt store opened this summer that sells its yogurt at a price based upon the total weight of the yogurt and its toppings in a dish. Each member of Zyiell's family weighed his/her dish and this is what they found:

Weight (ounces)	12.5	10	5	8
Cost (\$)	5	4	2	3.20

QUESTION: Does everyone pay the same cost per ounce? How do you know?

Hint: Everyone will pay the same cost if the rates are proportional.

Class Agenda:

5 minutes: Students will complete the Do Now individually.

5 minutes: Students will discuss answers in groups of 4 and decide whose answer to share with the class.

5 minutes: A representative from each group will share answers with the class, with care explaining the "how they know" portion of the question. Students will show their math on the board.

15 minutes: Mini Lesson

15 minutes: Classwork

5 minutes: Review, Check & Summarize

30 minutes: Homework (non class time)

Mini Lesson:

- Answer the DO NOW: Yes, everyone pays the same cost per ounce.
- If available, use student examples to show how we can prove this mathematically. If no student examples are available, make sure to include the following proofs:
 - 1) Note that $10/4$ is equivalent to the fraction $5/2$
 - 2) Show that cross multiplying will yield equal results ($10 \times 2 = 5 \times 4$)
 - 3) Convert the fraction to a decimal number: ($10/4 = 2.5$; $5/2 = 2.5$, etc)
- 3) Expand on 1 & 2 with the more challenging numbers. (i.e.,
 - a) show that $12.5 \times 4 = 10 \times 5$;
 - b) for higher level learners you may also show that the fractions are all equal:
$$12.5/5 = 10/4 = 5/2 = 8/3.20$$
and that $12.5/5 = 2.5$ and $8/3.20 = 2.5$
- Summarize that students can determine if two ratios are proportional via 3 different methods:
 - if the values are equal when you cross multiply,
 - if fractions are equivalent when reduced completely, and
 - if the values of two ratios are equal when converted to decimal numbers.
- Provide 3 sample problems for students to complete individually. Most students should be able to determine whether the ratios are proportional. If not, review above again from an alternate perspective.

Classwork:

1. Zziel's brother takes an extra-long time to create his dish. When he puts it on the scale, it weighs 15 ounces. If everyone pays the same rate in this store, how much will his dish cost? How did you calculate this cost? **Show your work.**

2. In the back of a recipe book, a diagram provides easy conversions to use while cooking.

Cups	0	$1/2$	1	$1\ 1/2$	2
Ounces	0	4	8	12	16

a) What does the diagram tell us?

b) Is the number of ounces proportional to the number of cups? How do you know? Explain using complete sentences and show your math work.

c) How many ounces are there in 4 cups? 5 cups? 8 cups? How do you know?
Explain using complete sentences and show your math work.

CHALLENGE QUESTION:

d) Now, represent the cups using the variable x and ounces with the variable y . For any number of cups, how do we find the number of ounces?

Exhibit A.3(a) – Assessments

Assessment Type	Subjects Assessed	Grade Levels	Timeline	Goal
Teacher made Assessments – Subject Tests	All subjects	All grades	Weekly	Frequent assessment to ensure that students are gaining understanding and proficiency in the subject matter
Teacher made Mid-terms	All subjects	8 th -12 th grades	Quarterly	Students are synthesizing information and working toward mastery of the subject matter
Teacher made Finals	All subjects	8 th – 12 th grades	Each semester	80% of students pass final exams in each subject area
Student Portfolios	All subjects	All grades	Evaluated every 6 weeks	Periodic cumulative review of student’s overall progress
Student Portfolio Defense	All subjects	8 th grade	End of 8 th grade year	100% of students pass portfolio defense
NWEA or Smarter Balanced Assessment Formative Tests	ELA, Math, Science (8 th)	6 th – 8 th and 11 th	Three times/year: fall, winter, spring	60% of students performing above the 50 th percentile nationally by the end of their third year; all students will meet their MSIP generated growth targets for each testing period
Missouri Assessment Program (MAP)/Smarter Balanced Summative Test	ELA, Math and Science (8 th)	6 th – 8 th grades, 11 th	End of school year	60% score proficient or advanced by end of their third year
Missouri End of Course Exams	English II, Algebra I, Biology, Government, Personal Finance	9 th – 12 th grades	End of school year	Majority of students score at least basic by end of 11 th grade, 98% of students score at least basic by end of 12 th grade
ACT	English, Math, Reading, Science, Writing	11 th grade	Spring	Average composite score meets or exceeds state standard
Individual Education Plan Annual Reviews for all students	NA	All grade levels	End of school year	Students are meeting individual goals and are on track to graduate

Exhibit A.8 (a) Student Commitment Form and Pledge of Peace

In applying to attend the school, students and families are making a commitment and will indicate their choice of this educational model by signing the following agreement:

- *I am proud that I will be a student at the Hawthorn School.*
- *I have read the school code of conduct and agree to follow the rules and live up to the expectations the school has of its students as leaders.*
- *I am aware that the school holds its students to high academic standards and I agree to work to the best of my ability to achieve these standards.*
- *I understand that teachers direct and guide my learning, and I agree to respect them and participate in my own education.*
- *I understand that learning is a cooperative process and I agree that I will actively participate in classroom activities with respect for my classmates and myself.*
- *I have read the school uniform policy and agree to dress in the proper uniform every day, which includes no excessive jewelry, headwear (unless for religious observance) and no face piercing.*
- *I understand the importance of attendance and punctuality and the consequences of lateness and poor attendance.*
- *I agree to respect the school environment; including keeping my personal space and the community space clean and organized.*
- *I will never leave school premises without being signed out by an adult.*
- *I understand that cell phones/ beepers are not permitted in school and will be confiscated.*
- *I pledge to report any acts or rumors of aggression to an adult. I understand that any act of aggression on my part, even in retaliation, will result in my suspension.*

My signature indicates that I agree to the above statements and intend to fulfill the expectations outlined in this contract as a student at The Hawthorn School.

Student Signature

Date

My signature indicates that I agree to help my daughter in her attempts at fulfilling the expectations of her outlined above, and that I will cooperate with the school in its attempts to maintain the code of conduct, the uniform policy, and its high academic standards.

Parent Signature

Date

Pledge of Peace

(This pledge must be signed by all incoming students and their families and resigned each year.)

As a Hawthorn student, I _____ pledge to make every effort to behave in a peaceful manner at all times in our school. I understand that the school does not tolerate bullying of any kind including rumor spreading and ridicule. I pledge not to disturb the peace in the school by teasing, bullying, name-calling, cursing, spreading rumors, or disrupting classes. I pledge that when someone is aggressive to me or I hear rumors that someone intends to be aggressive to me or toward anyone else, I will make every effort to back away and get assistance from my advisory teacher, guidance counselor, assistant principal, or any other adult in the school community.

If I do not abide this pledge, I understand that I may be suspended, even in circumstances in which I was not the person who was violent first.

I understand that I can learn most successfully if I do my part to increase and keep the peace.

Student Signature

Date

As the parent or guardian of _____, I understand that she has agreed to abide by the school's pledge of peace and that if she fails to uphold that pledge, she may be suspended.

Parent/Guardian Signature

Date

Exhibit A.8(b) Parent Education Seminars

Parents will have the opportunity to participate in Parent Education Seminars. This peer to peer program will require the support of the School's social worker in an effort to develop a holistic program that empowers families to be advocates for their daughter's academic and social growth. The same program will be held monthly at three different times (an evening, weekend and a morning). The following is a tentative program outline for the first year. The education seminar name will be altered to adequately represent the peer-to-peer strengths based approach. The temporary name is PEP (Parents Empowering Parents).

Research indicates that parent involvement will be moderate to low during the first few sessions and potentially for the first year. However, as the requirement becomes part of the culture and fabric of Hawthorn and the environment becomes conditioned to the responsibility, involvement is expected to increase over the following two years. As the program continues to evolve, the School hopes to offer parent programs that help foster continued education and more supportive services.

Program Outline

- August: Welcome Session
This session will serve as an icebreaker where families can gather and become familiar with each other and the school community. During this session expectations and the philosophy will be discussed. Parents will be encouraged to share their ideas, hopes and ways in which they would like to be involved within the community.
Purpose: During this session parents should begin to feel like they understand the school and their role within their child's educational process. This is the first step in fostering a safe, nurturing and collaborative environment built upon a foundation of trust.
- September: Getting Ready for School
The focus of this session will be for parents to understand their daughters' schedules and classes. This session will focus on how parents can support their daughters and teachers, while also discussing the realities of the challenges their daughters will face and how to help their daughters persevere when things get difficult.
Purpose: Families will be aware of the challenges facing their daughters and understand how they might respond in an effort to support their daughters start to the school year.

- October: STEM
This session will offer parents an overview of the STEM program, how Hawthorn will implement the program and introduce some of the concepts students will learn during the first semester.
Purpose: Strengthen parents' understanding of STEM
- November: Moving Beyond the Classroom
Parents will discuss the challenges of homework time and balancing outside commitments and responsibilities with the responsibilities of school. Research shows that many parents believe that education is the soul responsibility of the school. This session will open the discussion to learning and work occurring in the "home."
Purpose: Parents will be introduced to the notion that they are responsible for some management of their daughters academic growth.
- December: Conquering the Hills
Parents will work in small groups through a series of exercises that focus on challenging cases that will be similar to what many difficulties facing many within our community.
Purpose: Instruction will guide parents through the problem-solving process and help them to discover or develop tools that will enable them to conquer the challenges facing those within the case studies.
- January: New Dawn New Day
This session will focus on financial literacy. Companies such as Bank of America and Wells Fargo have offered their services to work with families and help them actualize their financial opportunities.
Purpose: Assist families in financial management and broaden their understanding of financial matters (eg., stay away from title loan or predatory lending opportunities).
- February: Loving when Loving Does Not Seem Like Enough
Parents will learn the biological and social challenges facing their girls in middle school. Often parents believe that their children's behavior is extreme when often it is a symptom of biological changes.
Purpose: Parents will learn what to expect from their child over the next few years and how to prepare and respond in healthy and supportive ways.

- March: Technology and Communication
Parents will discuss the different forms of technology students encounter in and out of school. There will also be discussion on methods of communication and ways to talk through challenging conversations (eg., how to talk with your daughter and teachers)
Purpose: Through best-practices in communication, parents will consider varying methods of ways to talk or write through disagreements and concerns.
- April: Summer Fun in Learning
Parents will learn about summer school at Hawthorn and discuss responsibilities and expectations.
Purpose: Motivate families around the summer school requirement.
- May: Partners in Education
This session will offer parents best-practices in parental involvement with the school. There will be discussion around how parents envision their involvement and the needs of Hawthorn
Purpose: Parents will move from the initial feeling of being a parent at a school to really harnessing the idea of being part of the community and being responsible to the community. By now, Hawthorn should have created an environment where parents can take some ownership in this community and describe how they want to be involved in year two.

Exhibit B-1(a)

File Number:
N01299847
Date Filed: 04/10/2014
Jason Kander
Secretary of State

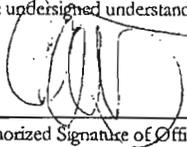
AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
HAWTHORN LEADERSHIP SCHOOL FOR GIRLS

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

- (1) The present name of the corporation is Hawthorn Leadership School for Girls. The name under which it was originally organized was Young Women's Leadership Academy of St. Louis. Its charter number is N01299847.
- (2) The attached amendment and restatement to the corporation's Articles of Incorporation were adopted by the board of directors on April 8, 2014. The corporation's Articles of Incorporation are hereby amended and restated in their entirety and are attached hereto as Exhibit A.
- (3) The amendment was approved by the Incorporator.

IN AFFIRMATION WHEREOF, 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).



Authorized Signature of Officer or Chairman Carol Hund Incorporator April 10, 2014
Printed Name Title Date

State of Missouri
Amend/Restate - NonProfit 4 Page(s)



T1410116511

**AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
HAWTHORN LEADERSHIP SCHOOL FOR GIRLS**

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 Hawthorn Leadership School for Girls.

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 Carol Hund, 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 no Members. The affairs of the corporation shall be managed by 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 Incorporators, 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 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.

State of Missouri



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT AND RESTATEMENT OF A Non-Profit Corporation

WHEREAS,

Hawthorn Leadership School for Girls
N01299847

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment and Restatement of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment and Restatement of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended and restated in accordance therewith.

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
10th day of April, 2014.

A handwritten signature in cursive script that reads "Jason Kander".

Secretary of State



AMENDED AND RESTATED
BYLAWS
OF
HAWTHORN LEADERSHIP SCHOOL FOR GIRLS
A MISSOURI NONPROFIT CORPORATION

ARTICLE I: OFFICES

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

ARTICLE II: DIRECTORS

1. The affairs of the corporation shall be managed by the Board of Directors. Each member of the initial seven-member Board of Directors named by the incorporator shall serve as a Director until the annual meeting of the Directors of the corporation in 2014. Thereafter, the number of Directors to constitute the Board of Directors shall be not less than five nor more than twenty-five, unless and until changed by amendment to these Bylaws, provided, however, that there shall always be at least three Directors. At the first annual meeting of the Directors of the corporation in 2014, the Directors shall be elected to staggered terms. Thereafter, successor Directors shall be elected at the annual meeting of the Directors to serve for a term of three 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 at least two-thirds of all the Directors at a meeting of the Directors called expressly for that purpose. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by majority vote of the Directors present at such special meeting or, in the absence of such action at such special meeting, by resolution of the Board of Directors.

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 in the manner described in paragraph 1 hereof, the remaining Directors shall choose a successor or successors which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors.

ARTICLE III: 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 IV: MEETINGS OF THE BOARD

1. The annual meeting of the Board shall be held in June of each year at such time and place as shall be determined by the Board. Regular meetings of the Board shall be held at such time and place as shall from time to time be determined by the Board. 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").

2. Special meetings of the Board may be called by the Chair, the Secretary, or 20% percent of the Directors on not less than two days' notice to each Director, either personally or by first class mail, email, telephone or facsimile, provided notice of such meeting is made public under the laws.

3. 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.

4. Members of the Board of Directors may participate in a meeting of the Board by means of a 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.

5. 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 members of the Board, 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 V: COMMITTEES

1. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least two Directors of the corporation. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.

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 of at least two Directors. Such committees shall, to the extent provided in such resolution, have and exercise the authority of the Board of Directors.

3. 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 shall also apply to a committee or committees of the Board.

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

ARTICLE VI: 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, 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 email, telephone or facsimile; by 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 said notice, whether before or after the time stated therein, and filed with the minutes or corporate records, shall be deemed equivalent thereto.

ARTICLE VII: OFFICERS

1. The officers of the corporation shall consist of a Chair, 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 President, one or more Vice Presidents, 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 VIII: CHAIR OF THE BOARD

1. The Chair of the Board shall preside at all meetings of the 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 IX: PRESIDENT

1. The President, if any, shall be the chief executive officer of the corporation. 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 are carried into effect.

2. The President may 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 X: VICE PRESIDENTS

1. The 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 XI: 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 Board of 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 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 XII: TREASURER AND ASSISTANT TREASURERS

1. The Treasurer, if any, 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 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 XIII: EXECUTIVE DIRECTOR

1. An Executive Director may be designated by the Board of Directors. He or she shall not be an officer of the corporation (except in the case of an Executive Director designated by the Board of Directors who serves without receiving compensation in any form), and he or she shall exercise such authority and perform such duties as the Board of Directors may from time to time assign to him or her.

ARTICLE XIV: 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.

2. The Board of Directors shall review the corporation's monthly check register and shall approve prior to issuance any payment for amounts in excess of one thousand dollars (\$1,000).

3. The bank account where funds from the State of Missouri are deposited shall be established by and under the control of the Board of Directors. No personnel associated with a management company contracted by the corporation shall have direct access to such bank account. If a management company is contracted, personnel associated with the company shall not have direct access.

ARTICLE XVI: FISCAL YEAR

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

ARTICLE XVII: SEAL

1. The corporation shall not have a seal.

ARTICLE XVIII: ALTERATION, AMENDMENT OR REPEAL OF BYLAWS

1. These bylaws may be altered, amended or repealed at any regular or special meeting of the Directors by the affirmative vote of a majority of all the Directors in office.

ARTICLE XIX: RECORDS

1. The corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the 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 under the Sunshine Law.

2. The corporation shall maintain appropriate accounting records. 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, 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.

Adopted May 29, 2014

Mary D. Stillman
Funder and President

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 28 2014**

HAWTHORN LEADERSHIP SCHOOL FOR
GIRLS
37 GLEN EAGLES DR
ST LOUIS, MO 63124

Employer Identification Number:
46-2334548
DLN:
17053227334003
Contact Person:
ZENIA LUX ID# 31522
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
March 18, 2013
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947

MAY-30-2014 09:04

IRS - TAS

314 612 4629

P.003/004

MAY-29-2014 15:15

IRS

513 263 3695

P.04

-2-

HAWTHORN LEADERSHIP SCHOOL FOR

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947

05/29/2014 3:08PM (GMT-04:00)

MAY-30-2014 09:05

IRS - TAS

314 612 4629

P.004/004

MAY-29-2014 15:15

IRS

513 263 3695

P.05

-3-

HAWTHORN LEADERSHIP SCHOOL FOR

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

Letter 947

05/29/2014 3:08PM (GMT-04:00)

TOTAL P.004

HAWTHORN LEADERSHIP SCHOOL FOR GIRLS

Annual Conflict of Interest Statement

1. As a Director of Hawthorn Leadership School for Girls (the "Organization"), I acknowledge that I:

- 1.1 received a copy of the Organization's Conflict of Interest Policy;
- 1.2 read and understood the policy;
- 1.3 agree to comply with the spirit and intent of the policy and will disclose any potential conflicts, other than those stated below, as they may arise before completion of my next conflict of interest statement; and
- 1.4 understand that the Organization is a charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Based on a review of the Organization's Conflict of Interest Policy, are you aware of any interest that you or a related person may have that could give rise to a conflict of interest? If yes, please complete Attachment A to this form.

Yes No

My answers above are accurately stated to my knowledge and belief.

Dated: _____

Signature

Printed Name

Conflict of Interest Statement

Attachment A

Please list all relationships (if any) between you or a “related party” (as defined below) with the Organization that involve an actual or potential financial benefit to you or the related party or that otherwise may represent a conflict of interest within the spirit and intent of the policy. Include an estimate of the related actual or potential financial benefit.

3. Please list any business dealings during the past year (or, if applicable, since your last submission of this Conflict of Interest Statement) of which you are aware in which you or a “related party” (as defined below) have received any salary, gifts or loans from any source from which the Organization obtains goods or services or otherwise has business dealings:

4. Please list any potential or pending transaction to which the Organization is a party and in which you or a “related party” (as defined below) has a direct or indirect interest:

Note: A “related party” (as defined in the policy) is (i) a family member, or (ii) a business or organization of which the person signing this statement or a family member (x) owns or expects to own, directly or indirectly, more than a 5% interest (whether as a stockholder, partner, trustee or other owner), (y) has a beneficial interest in a trust that owns directly or indirectly more than a 5% interest, or (z) is a director, officer, or employee. A “family member” is a parent (or more remote ancestor), spouse, brother, sister, spouse of a brother or sister, child, step-child, grandchild, great-grandchild or a spouse of a child, step-child, grandchild or great-grandchild of the person signing this statement.

Contract

This Charter School Contract ("Contract") is entered into this 24th day of March 2014 by and between The Washington University (the "University"), a corporation existing by special act of the General Assembly of the State of Missouri approved February 22, 1853 and acts amendatory thereto, and Hawthorn Leadership School for Girls ("Hawthorn" or "the School"), a Missouri nonprofit corporation.

WHEREAS, Hawthorn desires to operate a charter public school within the St. Louis Public Schools school district, a school district in which charter schools may, by law, be established and in which the University may sponsor charter schools;

WHEREAS, Hawthorn has presented to the University a proposal to operate Hawthorn Leadership School for Girls ("the Proposal"), and has asked the University to serve as Hawthorn's charter school sponsor; and

WHEREAS, after due consideration, the University has determined to sponsor Hawthorn Leadership School for Girls:

Now, therefore, in consideration of the mutual covenants as set forth herein, the parties hereto agree as follows.

1. Hawthorn agrees that it shall take all reasonable steps to open the School in July 2015 within the geographic boundaries of the St. Louis Public Schools school district.
2. This Contract is premised upon that certain Charter School Proposal (the "Proposal") for the School, a copy of which is attached hereto and incorporated herein by reference, which the University has approved. Hawthorn agrees that it shall operate the School in accordance with the Proposal in all material respects, provided, however, that in the event of a discrepancy between the Proposal and Missouri laws governing charter schools as now enacted or as later amended ("Charter School Law"), the Charter School Law shall control. Hawthorn further agrees that: (1) it shall cooperate with the University as may be required under this Contract as well as under Charter School Law for the University to carry out its obligations as a charter school sponsor; and (2) the University shall have access at any reasonable time to information and documentation reasonably deemed necessary by the University to perform its responsibilities as sponsor in accordance with the Charter School Law. The board of directors of Hawthorn shall be responsible for complying with and carrying out the provisions of this Contract, including compliance with applicable law and regulations and all reporting requirements. The University shall appoint a liaison to work with Hawthorn regarding all reporting and compliance issues.
3. In furtherance of Section 2 hereof, Hawthorn agrees that it shall timely supply all necessary and appropriate reports, test results and other information as shall enable the University to take all reasonable steps necessary to confirm that the School is in material compliance with the Proposal and the Charter School Law. For purposes of any University evaluation of the School's performance as required by law or otherwise

provided for herein, the University shall rely primarily on the performance standards as set forth in the Charter School Law and the Proposal.

4. Except as otherwise provided by law, the board of directors of Hawthorn shall be the final authority in matters affecting the School's operations, including, but not limited to, enrollment of students, staffing, financial accountability and curriculum, provided, however, that Hawthorn shall immediately advise the University of a default on any obligation, which shall include any debts for which payments are past due by thirty (30) days or more; any change in its standing with the office of the Missouri Secretary of State; and any enrollment decrease of ten percent (10%) or more between consecutive student enrollment reports submitted to the Missouri Department of Elementary and Secondary Education ("DESE"). In any such case, the University retains the right to review policies and practices of the School to assure that the School remains fiscally sound and that the academic performance standards as set forth in the Proposal and the Charter School Law are being met.

5. Hawthorn shall immediately notify the University of any condition that may cause it to vary from the terms of this Contract or from the Charter School Law. Hawthorn also agrees that it shall provide timely notice to the University of any circumstance requiring the temporary closure of the School, including, but not limited to, a natural disaster, such as a tornado, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the School facility, which will result in closure of the school for more than three consecutive school days.

6. Hawthorn shall assure that the School is in compliance with any and all recordkeeping requirements under state and federal law. Student records include, but are not limited to, immunization records, class schedules, records of academic performance and credits earned toward graduation, disciplinary actions, attendance and standardized test results and documentation required under federal and state law regarding the education of students with disabilities. Anything herein to the contrary notwithstanding, Hawthorn shall comply with the Family Educational and Privacy Rights Act (FERPA), 20 U.S.C. §1232g. If this Contract is terminated, the charter is revoked or surrendered, or the School otherwise ceases to operate, all student records shall be immediately transferred to DESE for appropriate disposition in the sole discretion of said Department.

7. University shall ensure that a criminal background check and family care safety registry check are conducted for all members of the governing board of Hawthorn or the incorporators of Hawthorn if initial directors are not named in the articles of incorporation. Hawthorn shall perform criminal background checks and child abuse registry checks for all employees and those volunteers who, outside of the supervision of school staff, regularly interact with the School's students. No person shall be eligible to serve as a director, nor shall any person be hired as an employee, contractor, agent or volunteer, if such person has been convicted of or pled nolo contendere to a crime involving child endangerment or a crime in which a minor was the victim of the crime. Hawthorn shall provide the University with a copy of the criminal background check and child abuse registry check for all members of the board of directors and shall immediately

notify the University of the arrest of any member of its board of directors, employee, contractor, subcontractor, volunteer or any other person employed by the School for a crime involving child endangerment, a crime which otherwise involves a minor as the victim of such crime, or a crime related to the misappropriation of funds or theft.

8. Hawthorn shall provide and maintain comprehensive general liability insurance, including contractually assumed liability, which shall name the University, its Board of Trustees, officers, employees and agents as additional insureds, insuring Hawthorn, its board of directors, officers, employees and agents against claims for damages or personal injuries, including death, that may arise from Hawthorn's operation of the School, whether such operation be by Hawthorn directly or by any subcontractor, or by anyone directly or indirectly employed by either of them. Upon request, Hawthorn shall furnish the University a certificate of insurance evidencing the required coverage. Such coverage may be purchased through the Missouri public entity risk management fund as provided in Section 537.700, RSMo, 2013 or as amended from time to time. Without limiting any obligations or liabilities of Hawthorn under this Agreement, Hawthorn shall provide and maintain during the course of this Contract, at its sole cost and own expense, without reimbursement, minimum insurance coverage as follows:

- Worker's Compensation insurance as required by the State of Missouri in Chapter 287, RSMo.
- Comprehensive General Liability insurance with a minimum combined single limit of \$2,000,000 each occurrence.
- Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage of not less than \$2,000,000 each occurrence with respect to Hawthorn's owned, hired or non-owned vehicles, assigned to or used in performance of the services offered by Hawthorn.
- Property Insurance for buildings and any contents being used by Hawthorn to fulfill the purposes of this Contract based upon the replacement value thereof.
- Errors and Omissions Liability Insurance conforming to the following requirements:
 - i. Errors and Omissions Liability Insurance shall cover those sources of liability arising out of the rendering or failure to render professional services in the performance of this Contract.
 - ii. The insurance shall be subject to a maximum deductible not to exceed \$10,000 per claim.
 - iii. The minimum limits to be maintained by Hawthorn shall be no less than \$1,000,000 per claim/annual aggregate.

The foregoing minimum coverage amounts and the financial rating of the carrier to provide same shall be subject to annual review and approval by the University, not to be unreasonably withheld or delayed. Hawthorn shall also provide evidence of a surety bond for its chief financial officer in such amount as the University shall determine based on the cash flow of the School. At the request of the University, in lieu of and/or in addition to such surety bond, Hawthorn shall purchase and provide to the University

evidence of fidelity or crime insurance in such amounts not less than \$500,000 and to cover such of its employees and board of directors as the University shall reasonably determine.

9. Hawthorn agrees to indemnify and hold the University, its Board of Trustees, officers, employees and agents ("University Indemnified Parties") harmless from any and all Loss which arise out of the School's operations or which are incurred as a result of the University's reliance upon the accuracy of information provided to it by Hawthorn.

Not in derogation of the foregoing but in addition thereto, Hawthorn shall also indemnify and hold harmless the University Indemnified Parties from and against any and all Loss, to the extent that such Loss is caused or incurred, in whole or in part as a result of negligent acts, errors, or omissions of Hawthorn, its employees, agents, or subcontractors, or others for whom Hawthorn is legally liable, in the performance of professional services under this Contract. Hawthorn is not obligated under this subparagraph to indemnify any of the University Indemnified Parties to the extent caused by the negligent acts of the University Indemnified Parties.

It is agreed as a specific element of consideration of this Contract that the indemnity provided herein shall apply notwithstanding the joint, concurring or contributory or comparative fault or negligence of the University or any third party and further notwithstanding any theory of law including, but not limited to, a characterization of the University's or any third parties joint, concurring or contributory or comparative fault or negligence as either passive or active in nature; provided, however, that Hawthorn's obligation hereunder shall not apply to the extent Loss is caused by the negligence of the University Indemnified Parties.

In the case of any claims against the University Indemnified Parties indemnified under this Contract, by an employee of Hawthorn, its affiliates, subsidiaries, or subcontractor/assignees, the indemnification obligation contained in this Contract shall not be limited by any limitation on account of type of damages, compensation or benefits payable by, or for Hawthorn, its affiliates, subsidiaries, or subcontractor/assignees, under workers' compensation acts, disability benefit acts or other employee benefit acts.

For purposes of these indemnification requirements, the term "Loss" shall mean any and all loss, damage, liability or expense, of any nature whatsoever, whether incurred as a judgment, penalty, fine or otherwise (including attorney's fees and the cost of defense), in connection with any action, proceeding, demand or claim for injury, including death, to any person or persons or damages to or loss of, or loss of the use of, property of any person, firm or corporation, including the parties hereto, which arise out of or are connected with, or are claimed to arise out of or be connected with, the performance of this Contract.

10. The School acknowledges that the Charter School Law requires or permits the University to intervene, revoke this Contract and/or take other remedial action under circumstances set forth in, and to the extent required by, the Charter School Law. In

addition to and without limitation of any and all remedies the University may have under this Contract and/or the Charter School Law, the University may terminate this Contract at any time if the School commits a material breach of one or more provisions of the Contract or on any of the following grounds:

- A. Failure to meet academic performance standards as set forth in the Proposal;
- B. Failure to meet generally accepted standards of fiscal management;
- C. Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349, RSMo, within forty-five days following receipt of written notice requesting such information;
- D. Violation of applicable federal or state laws;
- E. There is a change in the provisions of RSMo 160.400-160.420 which alters or amends the responsibilities and obligations of either the School or the University and the parties hereto are unable to agree upon amendments to this Contract necessary to conform its terms and conditions to said statutory amendments;
- F. The School has insufficient enrollment to successfully operate or the School has lost more than fifty percent (50%) of capacity;
- G. The School is insolvent, has been adjudged bankrupt, or has operated for two or more fiscal years with a fund deficit balance;
- H. The School's directors, officers, employees, or agents have provided false or misleading information or documentation to the University in connection with the issuance of this Contract, or the School's reporting requirements under this Contract or applicable law.

In lieu of termination, the University may, at its discretion, place the School on probationary status to allow an opportunity for the School to implement a remedial plan, which may require a change of methodology, a change of leadership, or both, after which, if such plan is unsuccessful, the University may elect to terminate this Contract and the charter may be revoked.

At least sixty (60) days prior to acting to terminate this Contract, the University shall notify the School's board of directors, in writing, of the proposed action and the reasons therefore. The School's board of directors may request a hearing prior to such termination by requesting such a hearing within two (2) weeks after the receipt of such notice from the University. Final decisions of the University from hearings conducted pursuant to this section are subject to judicial review pursuant to RSMo Chapter 536.

Termination of this Contract shall be effective only at the conclusion of a school year, unless the University determines that continued operation of the School presents a clear and immediate threat to the health and safety of students.

11. Anything herein to the contrary notwithstanding, the continuation of this Contract is contingent upon the continuation of Law authorizing charter schools, and the appropriation or allocation of funds necessary to fulfill the requirements of the Contract, including payment to the University as authorized by Section 160.400.11, RSMo, to defray its expenses in acting as sponsor, by the Missouri General Assembly. If the General Assembly fails to appropriate sufficient monies to provide for the continuation of the Contract, or if such appropriation is reduced so as to fail to provide sufficient monies for the continuation of the Contract, the Contract shall terminate on the date of the beginning of the first fiscal year for which funds are not so appropriated or are insufficient to allow for the continuation of the Contract. Notwithstanding the foregoing, and assuming charter schools continue to be approved and funded by the General Assembly, as long as Hawthorn shall be in compliance with the terms of this Contract and the Charter School Law, the University shall, during the term of this Contract, carry out all responsibilities required of it under state law as a charter school sponsor including those set forth in sections 160.400.17 and 160.403 of the Charter School Law and shall not revoke Hawthorn's charter except as may be permitted or required in this Contract or the Charter School Law.

12. Hawthorn and the University intend this Contract, specifically including the Proposal, to represent a final and complete expression of their contract. Any agreement made hereafter shall be ineffective to change, modify or discharge this Contract in whole or in part, unless such agreement is in writing and signed by both Hawthorn and the University. All prior representations, understandings and discussions are merged herein, and no course of prior dealings between the parties shall supplement or explain any terms used in this document. This Contract is not assignable, and Hawthorn shall be in breach hereof, and the University shall have the right to terminate the charter, in the event that Hawthorn (a) assigns its interest in this Contract to another party, (b) subcontracts with another party to perform all or any substantial portion of the obligations of Hawthorn under this Contract, or (c) contracts with another party to operate the School.

13. This Contract shall be effective upon complete execution and shall be for an initial term (the "Initial Term") of five (5) years commencing on the date the school opens, unless sooner terminated as provided herein and/or under the Charter School Law. Thereafter, the term of this Contract shall automatically renew for an indefinite number of additional renewal terms of five (5) years each (each, a "Renewal Term"), unless either party provides notice of nonrenewal to the other not less than six (6) months prior to the commencement of any such Renewal Term. Prior to any such renewal, the University shall ensure that a criminal background check and family care registry check are conducted for each member of the governing board of Hawthorn. The foregoing notwithstanding, except as expressly provided in this Contract or the Charter School Law, in no event shall this Contract terminate other than at the end of the then-current academic year in which the Contract termination is scheduled to occur. Anything herein to the contrary notwithstanding, the transfer of the operations and students of the School back to the jurisdiction of the St. Louis Public Schools school district shall result in the termination of this Contract and the revocation of the charter. Upon closure of the School for any reason, the School and the University acknowledge that all unobligated assets of

the School shall be returned to DESE for disposition in accordance with the Charter School Law or shall otherwise be disposed of in such manner as may be permitted or required by the Charter School Law.

14. Any notice required or permitted under this Agreement shall be in writing and shall be effective immediately upon personal delivery (subject to verification of service or acknowledgment of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to the following (or such other address as is provided by a party to the other party):

In the case of Hawthorn:

Hawthorn Leadership School for Girls
P.O. Box 50059
St. Louis, MO 63105

In the case of the University:

Chancellor
Washington University in St. Louis
Campus Box 1192
One Brookings Drive
St. Louis, MO 63130

With a copy to:

Victoria May
Director of the Institute for School Partnership
Washington University in St. Louis
Campus Box 1167
One Brookings Drive
St. Louis, Missouri 63130
Phone: (314) 935-8081

15. This Agreement is not an employment contract. Hawthorn is an independent contractor and no director, officer, employee, agent or contractor of Hawthorn is an officer, employee, or agent of the University. The parties acknowledge that the University is not liable for the debts or financial obligations of Hawthorn.

16. The parties agree that either party's failure to insist on strict performance of any term or condition of this Contract shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

17. This Agreement shall be governed by and construed in accordance with the laws of the State of Missouri and all applicable federal laws of the United States.

18. The provisions of this Contract are severable, and any term or condition deemed illegal or invalid shall not affect any other term or condition, and the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties.

19. The enforcement of the terms and conditions of this Contract, and all rights of action relating to such enforcement, shall be strictly reserved to the University and Hawthorn. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

The Washington University

By: Mark S. Wrigton
Mark S. Wrigton
Chancellor

March 24, 2014
Date

Hawthorn Leadership School for Girls

By: Mary D. Stillman
Authorized Signatory

March 24, 2014
Date

Rachana Patel Creeth

I. Background

1. *Describe your educational and employment history.*
Please see attached resume for my educational and employment history.
2. *Affirm that you will be 18 by January 1, 2015.*
I will be at least 18 by January 1, 2015; my birth date is 7/26/1978.
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
My interest in single sex education is driven by my firm belief that women need to be empowered so they may reach their true potential as leaders in our community. That empowerment begins with education and confidence in their abilities. Education is often an equalizer across gender, socio-economic and racial boundaries. My interest in empowering women comes from my cultural upbringing. Both in India and for those who have immigrated to the US, Indian women play a secondary role in society. It is through education and strong community support that I believe women can break through these cultural gender restraints. In a broader view, I believe this same approach works for all women, regardless of their background. I strongly believe my own positive experiences both personally and professionally stem from a solid education and support from my teachers as I went through my formative high school years. I first learned of the Young Women's Leadership Network upon meeting Mary Stillman, the President of our Board. She and I met via a mutual friend; upon hearing about YWLN and Mary's passion about the possibility of opening a charter school affiliated with YWLN in St. Louis, I was immediately drawn to the project.
4. *Explain why you would like to serve on the board.*
I have been lucky enough to have so many doors opened for me by mentors in my personal and professional life. Serving on the Board of Hawthorn is a way I feel that I can open similar doors for women that will attend. The educational and leadership opportunity we are looking to provide is something I feel that women should have regardless of the financial strength of their families. The men and women on this Board are energized by this work and the commitment across the Board to our mission will be a key driver in the long term success of the school.
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.*
I have not served on an educational board thus far in my career, though I support one in my current role as an administrator of an 18 month to 6th

grade independent school. Education is a passion of mine and I believe in its power to equalize. Serving on the Board of Hawthorn allows me to pursue this passion in addition to maintain my day job and overall life balance I have achieved.

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

A public charter school board member bears responsibility for the school's compliance with its mission as well as its academic and financial wellbeing. A charter school board member is a steward of public money and must, with careful oversight and attentiveness, hold the school to high standards. The board is responsible for working with the school sponsor to implement the vision of the school and to monitor the school's progress in achieving that vision. Board members must have current and in-depth knowledge of the school's operations, finance and academic programs and outcomes and be willing and able to make changes to address problems as they come up, not waiting for problems to worsen. The board works closely with the Head of School to ensure that he or she is managing the academic and operational programs consistent with the plans set forth in the school's charter document and that the school is in compliance with state and local law.

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

My financial budgeting and audit background will be critical to building the school's plans as we begin the startup process. Additionally, my analytical ability and strategic thought process will help ensure we are asking the right questions and planning appropriately for short term needs and long term sustainability.

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?*

If the school is successful, at the end of its first year, girls will identify themselves as "Hawthorn Girls." They will understand the high expectations the school has for their academic achievement and personal behavior. Students will have gained a year and a half of academic growth. They will have a support network of friends and will have developed relationships with several faculty members. Hawthorn's first cohort of students will have established a new set of traditions to pass on to future classes and they will be able to set the tone for incoming girls that Hawthorn students are serious about their work and are energetic members of the school community.

After four years, Hawthorn will be well into its high school program. There will be a high retention rate and the girls will have a deep sense of belonging to the school community. The girls will have made significant progress in literacy and mathematics, allowing them to move into higher-level coursework in the high school years. Technology will be a constant presence

in and out of classrooms. The tenth grade girls will be working with a full-time college counselor, beginning to focus on preparing for the college application process. Our girls will be competing in science fairs, athletic contests, and fine arts programs, as well as other extracurricular activities. The school will be engaged in active partnerships with St. Louis businesses and organizations and strong female mentors will be a significant presence in the life of the school. Parents of Hawthorn girls will be active members of the community and feel comfortable and welcome at the school

II. Educational Philosophy

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

The school's mission is to provide low-income, primarily minority young women a tuition-free college preparatory education. The single sex model allows the girls to focus on their schoolwork, free from the distractions present in a co-educational environment. The Hawthorn educational philosophy is that all girls are able to succeed in the classroom when high expectations are coupled with the proper support and encouragement from faculty. Teachers will be specialists in their fields. Literacy will be a constant focus and will be brought into all subject areas. The school's curriculum will be particularly strong in STEM, areas in which minority women have traditionally been under-represented. The science labs will be well equipped and technology will be woven throughout the curriculum. The curriculum will be integrated across subject areas and between grade levels. The school will have small class sizes, daily advisory, a leadership and a health and wellness curriculum. The school will use the inclusion model for students with special needs, pulling those students out of class for extra support where needed. The school will have a longer day and longer year, and girls will be expected to participate in enrichment activities outside of the classroom as well. Teachers will be available to give one-on-one help to students outside of class. A social worker will be on staff as learning will happen best when girls are supported emotionally as well as mentally. Communication and partnerships with students' families is an important piece in helping them achieve success. The school's expectation is that all of its graduates will go to college, and that post-secondary education and career readiness is the way to break the cycle of poverty.

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

Hawthorn will affiliate with the Young Women's Leadership Network. The schools in the Network share an approach to educating urban adolescent girls outlined in paragraph 1000.

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 this school is successful?*

A successful school has students who want to be there and who take pride in their school as if it was their primary community. A successful school is able to engage students while challenging them to inquire and discover. Students feel a sense of safety and belonging. Students are willing to take initiative and show independence of thought. A successful school is based on solid and sustainable results. The Board would need to make good hires and build a positive team atmosphere to ensure a pattern of success as outlined above.

Specifically, the board's role is to establish the tone. We should build a strong framework for the school to be successful. The board must hire an exemplary Head of School and communicate clearly and frequently with her about her role in executing the school's plan and monitoring its performance. The board must exercise careful oversight of the school's finances to ensure that the school is able to provide quality programming in a stable environment. This means putting in place careful and thorough budgeting, accounting/controls, auditing, and fundraising practices. The board must engage in succession planning both for the school's administration and the board itself. The board will be engaged in the life of the school, in discipline when appropriate, and in fundraising, while respecting the Head of School's ability to lead the school. And the board must work closely with the school's sponsor to continuously improve the school's program, to monitor its outcomes, and to make changes when necessary.

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.*

My spouse and I did not know any of the other prospective board members personally.

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.*

Not at this time. This may change if some of our Board members elect to work at the school vs. serving on the Board.

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.*

Neither my spouse nor I know anyone who plans to do business with the school.

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.* N/A.
16. *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?* N/A
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*
I do not anticipate doing any business with the school.
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
There are no potential ethical or legal conflicts of interest that I can foresee in the context of my service as a board member.
19. *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).*
If I believed a board member were engaged in self-dealing, I would discuss the facts with the Board President and/or the board member involved. Upon conclusion of that discussion, I would take it to the full Board if needed. The board has conflict-of-interest policies in place and those policies would guide our actions. It is likely that a board member's self-dealing would result in termination of his or her duties; the school's board would notify the school's sponsor and DESE of the situation.

I. Background

1. *Describe your educational and employment history (May do this by attaching a resume.)*

Please see attached resume

2. *Affirm that you will be 18 by January 1, 2015.*

I will be 18 by January 1, 2015; my birth date is 05/17/1980.

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

Currently, I am the Director of Placement and Alumni Relations at City Academy, an independent school situated in North City. Mary Stillman, the school's founder is the cousin to City Academy's President and Co-Founder, Don Danforth. We previously met when I was planning and developing City Academy's alumni college prep program. Mary contacted me a year ago to discuss my interest in helping to support the formation of Hawthorn. It was during this time that I accepted this incredible opportunity to serve the City of St. Louis in an additional educational capacity.

4. *Explain why you would like to serve on the board.*

I have spent ten years in education and social justice. Committed to serving urban communities through a variety of capacities, Hawthorn is a natural fit with my professional and personal interests. Serving on Hawthorn's Board provides me with an opportunity to utilize my experience in urban education, and fund and program development in an effort to serve the city of St. Louis with a premier educational institution. Additionally, I am completing my final year at Washington University's Brown School of Social Work in Social and Economic Development with a concentration in Management. While I can provide the board with my practical experience, I can also provide academic and professional expertise.

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.*

I have served on the Board of St. Francis Cabrini and have also served on the following Independent Schools of St. Louis Committees: Admissions, Marketing, Development, Diversity, the Middle School Diversity Conference and the ISSL Diversity Hiring Fair. In addition to these boards, I served on the American Civil Liberties Union Board as well as the Changing Prisms Committee for the Great Circle Agency, and the Admissions Committee for InspireSTL.

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

A charter school board member serves a role that is quite similar to that of a public school board member. The board of a charter school is responsible for overseeing the school's academic and financial health and performance. Board members must oversee the public money and must provide oversight

and governance of the school to ensure that the charter is being upheld. The Board must work in partnership with the school sponsor and the executive director to ensure that the school is progressing towards achieving the mission and vision. The board will oversee and manage the Head of School/Executive Director to ensure that management of the academic and operational program are sound, ethical and in line with the charter school manual.

7. *What relevant knowledge and experience will you bring to the board?*
With over 8 years of experience in urban education and over 10 years of experience volunteering and supporting youth and family programming within the city of St. Louis, I offer a very unique and holistic understanding of the economic, political and social landscape facing private, public and independent educational models. In addition to my practical experience, my studies at Washington University provide the professional and evidence based expertise
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?*
After the first year, girls will comfortably walk the hallways with a clear sense of self-worth and high self-esteem. They will be on their way to truly understanding what it means to be a learner and to take risks within the classroom. They will understand what it means to have high expectations, demanding the very best for themselves, their teachers and their peers. The first set of students will have assisted in helping to create the warm and nurturing culture envisioned by the leadership. They will play a direct role in establishing traditions and norms, while also finding their voice and morphing into leaders.

After four years, Hawthorn will have demonstrated itself as a premier institution with girls who have helped to create a solid foundation of strength and leadership. The students will have experienced great academic and social success, enabling them to participate in more academically rigorous programming. Hawthorn girls will be well known throughout the St. Louis community as strong, competitive and hard-working. They will embody the characteristics of great leaders and will be involved in supporting the broader community. Families of Hawthorn will also be integral to the success of the school and will be instrumental in supporting the school throughout the community.

II. Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*
The school's mission is to The Hawthorn Leadership School for Girls provides a safe, nurturing and stimulating environment that enables young women

from diverse backgrounds to achieve academic success in a college preparatory program and to become leaders in their communities and professions. Students at Hawthorn are able to reach their highest potential, free from many of the pressures that prevail in today's youth culture. The School's approach to learning incorporates best practices for educating adolescent girls, emphasizing collaborative work, project-based exploration and the link between the classroom and the real world. Our "Girl Power" attitude celebrates each student's attributes, helping girls maintain a strong sense of self-respect, personal worth, and inner strength. We encourage our students to take pride in their own achievement, but also to support their peers and engage enthusiastically in the life of the school and the wider community. Strong female role models are a constant presence at the School. School uniforms are required; uniforms remove concerns and competition about fashion, create a sense of unity and belonging within the School, and identify girls as Hawthorn students as they move through the greater St. Louis community.

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

Hawthorn's educational program will meet the girls where they are and work to provide them with the tools and resources to empower them to achieve great academic success. There will be a strong literacy component with advanced reading, writing and communication programming that will help the girls to achieve greatness in language. The School's STEM focused curriculum will require girls to approach these subjects with rigour and passion.

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

A successful school is one where the teachers, students and staff are actively engaged within the education process. It is a school where students are consistently learning and accepting educational challenges. Within the walls, high expectations are placed upon all personnel and students but supports and networks are in place to ensure the highest opportunity for achievement. While successful achievement is part of the vision for the school, it is also important that all personnel understand the significant challenges facing our community and demonstrate a high level of cultural competency when working with students and families. Success for Hawthorn will also include individual student academic growth, fiscal responsibility, strong community partnerships, involved and engaged parents, and a broad base of financial supporters.

First and foremost the board will need to be exemplary stewards of the school by leveraging networks to increase the school's financial supports and program capacity. Board members are responsible for securing a minimum of \$1,000 to support the school. Additionally, the board will establish the structure and framework of the school while casting a wide net to recruit

talented educators. During the beginning stages, it is important for the board to guide and oversee school leadership to ensure the vision and the mission of the charter are followed.

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.*

Yes, I have a previous relationship with two of the board members. Ann Miller and I have worked together as our current schools are neighbors. As such we collaborate on best practices in admissions and placement. As well as share information and resources. I previously worked with Mary when we created the beginning components of the college bound program at City Academy.

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.*

The Board is comprised of talented individuals in the fields of education and finance. Members of the board are passionate about the school and some may ultimately apply for positions within the school. In that case, the board member would resign his or her position on the board.

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.*

At this time, I do not know anyone who is doing business with this school. However, as we are in a community that continues to leverage resources, as we move into building programs, crossing paths with known individuals is not unlikely.

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. If the school does not intend to partner with an educational service provider, write N/A.*

N/A

16. *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? If the school does not intend to partner with an educational service provider, write N/A.*

N/A

17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*

I do not anticipate conducting business with an educational service provider.

18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*

There are no potential ethical or legal conflicts of interest that I can foresee in the context of my service on the school board.

19. *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).*

If I believed a member was engaged in self-dealing, I would contact our founder and the school's lawyer.

I. Background

1. *Describe your educational and employment history (May do this by attaching a resume.)*
Please see attached bio of Kathryn Elliott Love.
2. *Affirm that you will be 18 by January 1, 2015.*
Yes.
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
Mary Stillman told me her vision for opening the proposed charter school and I eagerly told her that I wanted to help.
4. *Explain why you would like to serve on the board.*
I believe strongly in the school's mission and that my experiences will be of value to the school. In particular, in my job as a Partner at Bryan Cave law firm, I frequently work with non-profits and advise companies on contracting, employment and strategic matters. In addition, I have served on the Boards of Directors of The Magic House, a hands-on children's museum (including as Chair of the Board and Chair of the Governance Committee), Forsyth School, an independent school (including as Vice Chair of the Board and Chair of the Trustees Committee) and Big Brothers Big Sisters, an agency serving underserved children.
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.*
I have served on the following:
-Boards of Director of The Magic House, a hands-on children's museum (including as Chair of the Board and Chair of the Governance Committee),
-Board of Trustees of Forsyth School, an independent school (including as Vice Chair of the Board and Chair of the Trustees Committee), and
-Big Brothers Big Sisters, an agency serving underserved children. I have also been involved as a committee member at various non-for-profit corporations including Edgewood Children's Center, Mary Institute and Country Day School (MICDS) and The Muny. I serve on the Clayton Parks Foundation Board as well.
6. *What is your understanding of the appropriate role of a public charter school board member?*
I understand that the role of a public charter school board is to hire the Head of School and to oversee the school's budget, compliance with laws and long-range planning.
7. *What relevant knowledge and experience will you bring to the board?*
I attended a single-sex school from first grade to high school and greatly value that experience. I believe that my legal knowledge and experience with other schools in St. Louis and other not-for-profits in the community will be relevant to my role as a Board member of Hawthorn.

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?*
Hawthorn's mission is to provide a safe, nurturing and stimulating environment that enables young women from diverse backgrounds to achieve academic success in a college preparatory program and to become leaders in their communities and professions. After the first year, I believe we will have laid important ground work for the future of the school by creating a respectful and up-beat atmosphere where students and their families are engaged and where students are making academic strides. After four years, we will have a school comprised of both middle school and high schoolers and I envision the school to be a sought-after learning environment for girls and the school's budget to be self-sustaining.

II. Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*
Hawthorn is affiliated with the Young Women's Leadership Network ("YWLN") which supports six highly successful all-girls' public schools in New York City and nine affiliate schools around the country. The YWLN model was developed to provide meaningful choices for first generation minority students in urban communities and to address their academic and developmental needs. Students at Hawthorn are able to reach their highest potential, free from many of the pressures that prevail in today's youth culture. Hawthorn's approach to learning will incorporate the best practices for educating adolescent girls, emphasizing collaborative work, project-based exploration and the link between the classroom and the real world.
10. *Are you familiar with the school's proposed educational program? How would you describe it?*
I would describe the school's proposed education program as college preparatory with a science, technology, engineering and math (STEM) focus, and I am pleased that we will offer after school and summer programs to give the girls even broader opportunities for enrichment and support.
11. *What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure this school is successful?*
I think that retention and academic progress of students will be an important part of establishing a successful school. As importantly, we want our students to be enthused about being part of a supportive and intellectually stimulating learning environment. I believe that everyone involved in the school including the board, the administrators and the teachers will have to be flexible and hands-on in the first year or two to insure that things go as smoothly as possible.

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.*
Through the planning process, I have gotten to know the other board members. Prior to my involvement with planning Hawthorn, I have known Mary Stillman from various community activities, Tim Rowbottom through Forsyth School and John Ross through Edgewood Children's Center and other community involvement.
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.*
no.
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.*
no.
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. If the school does not intend to partner with an educational service provider, write N/A.*
N/A
16. *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? If the school does not intend to partner with an educational service provider, write N/A.*
N/A
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*
N/A
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
no.
19. *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).*
The board has already adopted a conflict of interest policy and I anticipate that we would follow the policy in making any decision involving a conflict. In the unlikely event that a board member is engaged in self-dealing or other inappropriate behavior, I presume the board would vote to remove that person as a director.

I. Background

1. *Describe your educational and employment history (May do this by attaching a resume.)*
Resume attached.
2. *Affirm that you will be 18 by January 1, 2015.*
I am 31 years old. My birthdate is December 25, 1981.
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
Mary Stillman explained her vision to me in casual , information-gathering conversations initially. As the vision came to fruition, she asked me to serve as a board member.
4. *Explain why you would like to serve on the board.*
I am dedicated personally and professionally to helping to improve educational opportunities for students and families in St. Louis , specifically north St. Louis city. In my professional capacity at North Side Community School, I assist 5th grade families in finding high-quality middle school options for their children. Hawthorn would provide an additional option for these families in a climate where there are not currently enough free, independent , high-quality choices.
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.*
Yes. I served as a member of the Preclarus Mastery Academy board from approximately 2009-2012.
6. *What is your understanding of the appropriate role of a public charter school board member?*
A public charter school board member has similar functions to a public school board member. They govern, rather than manage, the charter school. The Board supports and guides the Head of School/Executive Director.
7. *What relevant knowledge and experience will you bring to the board?*
My background is in education policy. Through my graduate studies I became well acquainted with national and local charter school policy and practice. I was a founding board member of Preclarus Mastery Academy (a charter middle school in St. Louis city). I currently am an administrator at North Side Community School (a charter elementary in north St. Louis City), and have been so since the school's inception five years ago.
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?*
Towards the end of its first year, Hawthorn will have established itself as a solid non-profit entity and a school capable of enduring. It will have strong financial footing. The daily logistical elements of the school will be running smoothly, but the school will also be gearing up for growth the following year. The school will start to emerge as a neighborhood institution and begin to gain notoriety in the greater St. Louis area. After four years, Hawthorn will

be in full swing: its oldest students will be in their junior year. The girls will understand the high expectations placed on them. At least 60% of students who have been at the School for three or more years will be testing at the proficient or advanced level on the state's standardized tests. A full-time college counselor will be on board working with 10th and 11th graders on college readiness, standardized testing, and other components to prepare them for application to college. The School's faculty will have gained several years of experience at Hawthorn; they will provide continuity in instruction and continuity in relationships with the students. Parents will have attained a level of comfort and trust with the School. The School will be housed in its permanent facility. Its recruitment process will primarily rely on word-of-mouth. The need for fundraising will be significantly less than in its start up years.

II. Educational Philosophy

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

The Hawthorn Leadership School for Girls provides a safe, nurturing and stimulating environment that enables young women from diverse backgrounds to achieve academic success in a college preparatory program and to become leaders in their communities and professions.

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

From the moment they enter the school, Hawthorn girls understand that attending college is an expectation and that it will be a reality for them. The expectation is that each of our graduates will be ready to meet the demands of higher education with the skills and confidence she has gained at Hawthorn and with a sense of direction and purpose in her future that underlies the determination to complete college. Hawthorn's curriculum is infused with attention to literacy; advanced proficiency in reading, writing, and communicating is essential to students' success in secondary and post-secondary education. Against this backdrop, the School's focus is on STEM – science, technology, engineering and mathematics.

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

In order to be successful, a school must be strong academically and financially. MAP scores will serve as a primary indicator of academic strength. The goal for Hawthorn is for 60% of students to score advanced or proficient. This will surpass both St. Louis Public School district and other charter school averages in the city. In order to be strong financially, the school must hold a healthy reserve surpassing Missouri mandates, as well as have a long-range plan in place for facilities leasing or purchase. The Board will help ensure that administration has rigorous curriculum, assessment, and instruction in place to build a strong foundation for academic success. Hiring administrators and teachers with a track record of academic success

will be critical. To ensure financial stability, the board will be instrumental in initial fundraising activities. Budgeting at the opening of the school must remain tight and plan for the contingencies that may arise in the first years of the school's existence. Additionally, the board will provide support in finding and securing a facility for 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.*
No.
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.*
Yes. Mary Stillman is my husband's cousin.
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.*
No.
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. If the school does not intend to partner with an educational service provider, write N/A.*
No.
16. *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? If the school does not intend to partner with an educational service provider, write N/A.*
No.
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*
No.
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
No.
19. *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).*
I would report this immediately to the Missouri Ethics Commission.

I. Background

1. *Describe your educational and employment history (May do this by attaching a resume.)*
attached
2. *Affirm that you will be 18 by January 1, 2015.*
Yes, I am 18 prior to 1/1/15.
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
I became aware of the proposed charter school board member opportunity through my friendship with Mary Stillman.
4. *Explain why you would like to serve on the board.*
I have always had a strong interest in children and education and believe that educating children provides them the greatest opportunity for success.
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.*
I have previously served on the Board of Directors for Churchill Center & School and have had leadership positions there including Chair and Head of Building and Grounds, where i oversaw the development of their new campus.
6. *What is your understanding of the appropriate role of a public charter school board member?*
To assist in achieving the school's mission.
7. *What relevant knowledge and experience will you bring to the board?*
See #5, above.
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?*
Achieve its financial goals and begin to develop its "character". After four years the school will have achieved its four year plan and in doing so have a strong foundation ensuring its long term viability.

II. Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*
attached
10. *Are you familiar with the school's proposed educational program? How would you describe it?*
The school will be a STEM and focused program. As such it will be preparing the girls to attend strong colleges.
11. *What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure this school is successful?*
Clear mission, strong leadership, financial stability and warm/caring environment.

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.*
Yes. Tim Rowbottom, Katherine Love and Mary Stillman.
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.*
No.
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.*
No.
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. If the school does not intend to partner with an educational service provider, write N/A.*
No.
16. *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? If the school does not intend to partner with an educational service provider, write N/A.*
No.
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*
No.
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
No.
19. *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).*
Advise the Board and the school leadership of any potential conflicts.

I. Background

1. *Describe your educational and employment history (May do this by attaching a resume.)*
attached
2. *Affirm that you will be 18 by January 1, 2015.*
Yes, I am 18 prior to 1/1/15.
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
I became aware of the proposed charter school board member opportunity through my friendship with Mary Stillman.
4. *Explain why you would like to serve on the board.*
I have always had a strong interest in children and education and believe that educating children provides them the greatest opportunity for success.
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.*
I have previously served on the Board of Directors for Churchill Center & School and have had leadership positions there including Chair and Head of Building and Grounds, where i oversaw the development of their new campus.
6. *What is your understanding of the appropriate role of a public charter school board member?*
To assist in achieving the school's mission.
7. *What relevant knowledge and experience will you bring to the board?*
See #5, above.
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?*
Achieve its financial goals and begin to develop its "character". After four years the school will have achieved its four year plan and in doing so have a strong foundation ensuring its long term viability.

II. Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*
attached
10. *Are you familiar with the school's proposed educational program? How would you describe it?*
The school will be a STEM and focused program. As such it will be preparing the girls to attend strong colleges.
11. *What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure this school is successful?*
Clear mission, strong leadership, financial stability and warm/caring environment.

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.*
Yes. Tim Rowbottom, Katherine Love and Mary Stillman.
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.*
No.
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.*
No.
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. If the school does not intend to partner with an educational service provider, write N/A.*
No.
16. *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? If the school does not intend to partner with an educational service provider, write N/A.*
No.
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*
No.
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
No.
19. *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).*
Advise the Board and the school leadership of any potential conflicts.

I. Background

1. *Describe your educational and employment history (May do this by attaching a resume.)*

See attached resume

2. *Affirm that you will be 18 by January 1, 2015.*

Birth Date 04/12/1970

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

I first learned of the Young Women's Leadership Network of all-girls' public middle and high schools through Kathryn Love, a proposed fellow board member. Our children attend school together and Kathryn was aware of my service with several schools. I first met with Mary Stillman and Kathryn in January 2013. Over the course of a few months I had several meetings with Mary and became very intrigued by the idea to help establish a public all girls school.

4. *Explain why you would like to serve on the board.*

Through my experience with multiple educational institutions including public charter schools, I believe that educational opportunities are best manifested when there is a clear and focused mission. Education is too often focused on generic goals with standardized measurements of achievement which are not aligned with the reality students may face in their daily lives. This is particularly evident in urban school models. Furthermore, girls in inner city urban city public schools too often stop believing in their potential. If we want to improve the ambitions and achievement of our urban youth - we must invest in them as individuals.

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.*

Over the past decade I have been involved with three school boards; Downtown Children's Center, Confluence Academy, and Forsyth School.

The education of our urban youth is a multi-faceted endeavor requiring guidance from an array of diverse perspectives; socio economic, racial, gender, and expertise. My contributions are primarily focused on matters related to real estate, facility programming, and strategic prioritization. I have embraced leadership at all levels of school governance and operations. My goals in education service are focused on the advancement of educational opportunities available to our youth in order to prepare them for the competitive global environment in which they will be citizens.

2004-2007: Building Committee - Downtown Children's Center, St. Louis MO

First as a member of the building committee I assisted DCC consider real estate opportunities for the relocation of the center. As the process evolved

my firm provided pro-bona physical needs assessments and assisted with the evaluation of the real estate development physical and financial model. This work included the evaluation of four potential facilities. My firm contributed the requisite services related to planning, design, and construction oversight of the DCC's current location at 607 N 22nd Street. I completed my service with the Downtown Children's Center in September 2007.

2008-2013: Board Member - Confluence Academy Charter School, St. Louis MO

I was asked by Dr. Susan Uchitelle to serve on the Confluence Academy Board in the spring of 2008. During my tenure with Confluence Academy I represented the board in matters related to real estate, facility operations, and planning. I served as the prime liaison between the Confluence Board and Edison Schools in the development of Confluence Preparatory Academy; including oversight of the design, program management, and implementation of the high school located in downtown St Louis adjacent to the Central Library. I served as a founding member of the Grand Center Arts Academy (GCAA). GCAA was established as an Arts focused school with a mission to serve students with a meaningful, well-rounded education that includes a strong emphasis on the visual and performing arts and a deep commitment to academic excellence. I completed my service with the Confluence Board in July 2013.

2009-Present: Trustee - Forsyth School, St. Louis MO

I am entering my fifth year as a Trustee at Forsyth School, an independent PK-6 elementary school. During my tenure on the board I have served on the Strategic Planning Committee, Trustees Committee, and served as the Chair of the Plant & Land Committee. I have led the Board's efforts for the school to expand the campus by 30% in geography while maintaining the core values and mission of the school.

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

A public charter school board member is as accountable as a public school district board. While we are not elected, the board members are volunteers; not compensated, not elected. They are volunteering responsibility to be a steward of the academic and fiduciary success of the school with public tax dollars financing much of the schools operation. The board must strive to provide governance over operations, finance and academic programs. I know from experience that these goals can be difficult to balance. In the founding years of a charter school the board must form deep trust with the Principal and founding faculty. In essence the trust of the leadership will result in the trust of the parents and students. All of this must be accomplished while maintaining compliance with school's charter document, state statutes and federal statutes.

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

I am registered Architect, a current or past board member with 3 separate educational institutions. I have been involved in the design of academic facilities for over twenty years. As the national leader of my firm's educational practice I have worked with over fifty educational institutions including early childhood education, K-12 institutions, and higher education campuses. I am a member of SCUP and have lectured on the value design provides in the academic experience.

I have served on a public charter school board. My experience will provide the board guidance on matters related to governance, compliance, academic achievement and measurement, as well as matters related to real estate and program.

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?*
At the conclusion of the first year we will have a simple goal - Hawthorn Girls. The mission and integrity of the charter will be tested greatly in this first year. I would hope that the girls that choose to attend the Hawthorn School are proud of the humble focused mission and see a new world of opportunity available to their future.

After four years the idea that learning is fun will permeate the core state of mind for the school – parents, faculty, and students. The self-confidence of the girls will be evident in their ability to state fact, cause, and opinion no matter the subject; English, Math, History, Social Science, Art etc. A distinguishing attribute of Hawthorn will be community mentorship. We will set a goal for all girls to test to reach grade level standards according to the MAP assessment.

Most importantly, the board, faculty, and leadership will facilitate an attitude that success is achievable through hard work, focused intent, and dedication.

II. Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*
The school's mission will provide low-income, primarily minority young women the opportunity to excel. By offering a single sex model we hope the girls will focus on learning, independent from the distractions of the urban co-educational environment. The Hawthorn educational philosophy is that all girls are able to succeed in the classroom when high expectations are coupled with the proper support and encouragement from faculty, parents, and peers.

Literacy will be a the key baseline to define the educational model. We will welcome students with varied educational achievements. We will challenge the girls to grow as students and young women.

The idea of curriculum will be integrated across both subject matter and grade level. The establishment of a STEM philosophy will form a core standard for the Hawthorn School. Small class size, a health and wellness program, coupled with college counseling will establish a baseline for success. Fundamentally, Hawthorn School will work to achieve not only college preparedness, but also career awareness.

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

The affiliation with the Young Women's Leadership Network will be instrumental in the school's success. I have personally visited the YWLN affiliates in New York and Chicago. In each of these schools, the self-esteem of urban adolescent girls shines! The challenges associated with our urban youth require new models for success. The confidence exhibited in the YWLN schools has inspired me that this model will be successful in St. Louis.

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

- Promote a love of learning.
- Encourage healthy risk.
- Foster awareness of opportunity.
- Extinguish self doubt.

Love of Learning – Specifically, we will provide literacy opportunities for every student. Imagination will fuel inquisitive thought.

Encourage healthy risk – Do not rest on your laurels. If you achieved mastery of G5 reading skills in G7 – move forward.

Foster awareness of opportunity – There are thousands of careers available for those who are prepared. We will provide mentorship opportunities for every girl dependent on interest.

Extinguish self doubt – Your peers are your greatest supporters. Make your peers those who want to achieve and excel.

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.*

I know all of the other board members. I have known Kathryn Love since 2003 when our children first attended primary school. I have known John Ross since 2011 via professional affiliation. All of the other board members I have met in 2013 through our work to open the Hawthorn School.

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.*

The proposed board members are passionate about the school. In order for the school to be successful, it is possible some prospective board members might apply for positions related to the school. Should this occur, the board member would resign their position.

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.*

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. If the school does not intend to partner with an educational service provider, write N/A.*

Neither my spouse nor I know anyone who plans to do business with the school.

16. *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? If the school does not intend to partner with an educational service provider, write N/A.*

The tenet which attracted me to the opportunity with Hawthorn is that the school will not be "professionally" managed.

17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*

I do not anticipate doing any business with the school.

18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*

I was attracted to the idea of Hawthorn School based on the mission. My service to Confluence Academy reached conclusion and this opportunity was aligned with my personal service goals.

19. *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).*

Self-Dealing for advantage of material motive will not be a covenant upon which Hawthorn School will operate. The proposed board members I am affiliated with have the mission of the school as their focus. Should a conflict arise we would first present the conflict to the board in a board meeting.

Pending the comments received at the initial public board meeting, the board would consider how best to resolve the issue via public meeting.

Mary Danforth Stillman

I. Background

1. *Describe your educational and employment history.*
Please see attached resume for my educational and employment history.
2. *Affirm that you will be 18 by January 1, 2015.*
I will be 18 (and then some) by January 1, 2015; my birth date is 6/12/63.
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
My interest in single sex education goes back to my own positive experience at an all-girls' high school. I first learned of the Young Women's Leadership Network of all-girls' public middle and high schools several years ago when I attended an address given by Ann Tisch, the network's founder. It was then that I became interested in bringing this high-performing model to St. Louis. I reached out to Ms. Tisch and began talking with her in April of 2012 about the possibility of opening a charter school affiliated with YWLN in St. Louis. As President of the Board, I have spearheaded this effort to open Hawthorn Leadership School for Girls in St. Louis in 2015.
4. *Explain why you would like to serve on the board.*
Serving on the board of Hawthorn is the way to turn the vision of a high-performing, college preparatory, all-girls' school into a reality. The founding board is providing guidance, expertise and legwork to open the school (planning, hiring, recruiting, fundraising) and it will be the board of trustees who continue to manage the school and ensure its compliance and its success. A strong and committed board is essential to both launching the school and providing oversight and management of the school through its growth years and into a sustainable model.
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.*
I have served and continue to serve on many non-profit boards. Most relevant is my service over the past six years on the board of John Burroughs School. During that time I chaired the education committee and the values committee as well as serving on the tuition aid and nominating committees. As a part of the governance of one of the strongest schools in the community, I learned about the inner-workings of a middle and high school.

I currently serve on the boards of the Donald Danforth Plant Science Center, the Children's Hospital Foundation, Provident, and Girls, Inc.. I am a member of the National Advisory Council for the Gephardt Institute for Public Service

at Washington University, the National Advisory Board of the John C. Danforth Center for the study of Religion and Politics, and the Social Ventures Partnership. I have previously served on the boards of the St. Louis Zoo Friends and Forest Park Forever and the Alumni Council of Princeton University.

Serving on such boards has provided me with an in-depth knowledge of non-profit governance, finance, and accountability. The variety of experiences has also helped me have an understanding of the effective structure and function of a non-profit board of trustees.

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

A public charter school board member serves a role very similar to public school district's elected board member. That is, the board member bears responsibility for the school's academic and financial wellbeing. A charter school board member is a steward of public money and must, with careful oversight and attentiveness, hold the school to high standards. The board is responsible for working with the school sponsor to implement the vision of the school and to monitor the school's progress in achieving that vision. Board members must have current and in-depth knowledge of the school's operations, finance and academic programs and outcomes and be willing and able to make changes to address problems as they come up, not waiting for problems to worsen. The board works closely with the Head of School to ensure that he or she is managing the academic and operational programs consistent with the plans set forth in the school's charter document and that the school is in compliance with state and local law.

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

My background as a lawyer impacts my approach to issues that come before the board. In a broad sense, that means my approach to analysis and problem-solving is to focus on the specifics, explore the options, and arrive at and implement a plan of action decisively. My work in education, both at Washington University and at College Bound, gives me a foundation for understanding the issues unique to education. I am a graduate of an all-girls' high school, which shapes my vision of what the school can and should offer young women. My involvement in the St. Louis community will help the school build relationships and bring interested people to the table. In addition, I am a strong communicator and consensus-builder, which will help the board move forward in its work.

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?*

If the school is successful, at the end of its first year, girls will identify themselves as "Hawthorn Girls." They will understand the high expectations

the school has for their academic achievement and personal behavior. Students will have gained a year and a half of academic growth. They will have a support network of friends and will have developed relationships with several faculty members. Hawthorn's first cohort of students will have established a new set of traditions to pass on to future classes and they will be able to set the tone for incoming girls that Hawthorn students are serious about their work and are energetic members of the school community.

After four years, Hawthorn will be well into its high school program. There will be a high retention rate and the girls will have a deep sense of belonging to the school community. The girls will have made significant progress in literacy and mathematics, allowing them to move into higher-level coursework in the high school years. Technology will be a constant presence in and out of classrooms. The tenth grade girls will be working with a full-time college counselor, beginning to focus on preparing for the college application process. Our girls will be competing in science fairs, athletic contests, and fine arts programs, as well as other extracurricular activities. The school will be engaged in active partnerships with St. Louis businesses and organizations and strong female mentors will be a significant presence in the life of the school. Parents of Hawthorn girls will be active members of the community and feel comfortable and welcome at the school

II. Educational Philosophy

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

The school's mission is to provide low-income, primarily minority young women a tuition-free college preparatory education. The single sex model allows the girls to focus on their schoolwork, free from the distractions present in a co-educational environment. The Hawthorn educational philosophy is that all girls are able to succeed in the classroom when high expectations are coupled with the proper support and encouragement from faculty. Teachers will be specialists in their fields. Literacy will be a constant focus and will be brought into all subject areas. The school's curriculum will be particularly strong in STEM, areas in which minority women have traditionally been under-represented. The science labs will be well equipped and technology will be woven throughout the curriculum. The curriculum will be integrated across subject areas and between grade levels. The school will have small class sizes, daily advisory, a leadership and a health and wellness curriculum. The school will use the inclusion model for students with special needs, pulling those students out of class for extra support where needed. The school will have a longer day and longer year, and girls will be expected to participate in enrichment activities outside of the classroom as well. Teachers will be available to give one-on-one help to students outside of class. A social worker will be on staff as learning will happen best when girls are supported emotionally as well as mentally.

Communication and partnerships with students' families is an important piece in helping them achieve success. The school's expectation is that all of its graduates will go to college, and that post-secondary education and career readiness is the way to break the cycle of poverty.

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

Hawthorn will affiliate with the Young Women's Leadership Network. The schools in the Network share an approach to educating urban adolescent girls outlined in paragraph nine. Over the past year, I have visited schools in the Young Women's Leadership Network in New York, Baltimore, and Chicago. We have been in continuous conversation with the leadership of the Network and its schools in order to gain an understanding of their program and they have shared their best practices and curriculum with us. In February, I will attend a conference co-hosted by the YWLN and the National Coalition of Girls Schools to further my understanding of the issues facing all girls' schools today. A single sex school is an environment in which a girl can find her voice, strengthen her self-esteem, and see her way to a bright future.

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 this school is successful?*

A successful school has students who want to be there and who take pride in their school. A successful school is able to engage students in the excitement of learning, challenging them to inquire and discover. Students feel a sense of safety and belonging and they cheer each other on. Students are willing to take healthy risks, trying new things and persevering through difficult challenges. A successful school is based on solid and positive relationships: students' relationships with each other and with the faculty and staff, the faculty's ability to work as a team, the administration's relationships with faculty and students, and parents' relationships with the school.

The board's role is to establish the structure and framework for the school to be successful. The board is responsible for making all of the high level decisions regarding the mission and direction of the school. The board must hire an exemplary Head of School and communicate clearly and frequently with her about her role in executing the school's plan and monitoring its performance. The board must exercise careful oversight of the school's finances to ensure that the school is able to provide quality programming in a stable environment. This means putting in place careful and thorough budgeting, accounting, auditing, and fundraising practices. The board must engage in succession planning both for the school's administration and the board itself. The board will be engaged in the life of the school, in discipline when appropriate, and in fundraising, while respecting the Head of School's ability to lead the school. And the board must work closely with the school's

sponsor to continuously improve the school's program, to monitor its outcomes, and to make changes when necessary.

In the pre-opening stage and the first few years of the school's operation, the board members will meet regularly as a whole and will work in committees, small groups, or individually as needed. The board will need to come together to make all the major decisions about the school's mission, vision, goals, finances and expenditures, facilities and programming. Each board member will use his or her expertise to move the project forward, be it drafting legal documents, negotiating terms of a lease, creating a budget, envisioning appropriate school culture, advising on curriculum development, putting into place a plan for assessment and data collection, or designing usable space. In addition, board members will serve as ambassadors in the St. Louis community, promoting the school with families, potential partners, and potential donors. Board members are each expected to "give or get" a minimum of \$1,000 to support the school. The board will be responsible for hiring a Head of School one year before opening and for monitoring and reviewing her performance on a regular basis.

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.*

My spouse and I do know all of the other board members. As the founder of Hawthorn, I recruited board members whom I thought would add value and professional expertise to the work and would be willing to take on the significant commitment of opening a charter school. I had known the other board members either through personal or professional connections. Anne Miller is my first cousin's wife.

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.*

The Board is comprised of talented individuals in the fields of education and finance. Members of the board are passionate about the school and some may ultimately apply for positions within the school. In that case, the board member would resign his or her position on the board.

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.*

Neither my spouse nor I know anyone who plans to do business with the school. I do, however, know the leadership at the Missouri Public Charter School Association with which the school has entered into a consulting contract, and the leadership team at YWLN with which the school has an affiliation agreement.

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.* N/A.

16. *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?* N/A

17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.*
I do not anticipate doing any business with the school.

18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
There are no potential ethical or legal conflicts of interest that I can foresee in the context of my service as a board member.

19. *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).*
If I believed a board member were engaged in self-dealing, I would first talk to the school's lawyer for advice on how to handle the matter. The process would likely be to discuss the facts with the board member involved and then to take the issue to the entire board. The board has conflict-of-interest policies in place and those policies would guide our actions. It is likely that a board member's self-dealing would result in termination of his or her duties; the school's board would notify the school's sponsor and DESE of the situation.

General Electric Aviation, GE90 Finance Manager, Evendale OH **September 2004 to December 2005**

- Drive growth and controllership for a \$1.2b revenue P&L within GE Aircraft Engines
- Manage 3 senior financial analysts in various closing activities, FP&A & other special projects
- Lead long term & short term business strategic planning process for both new engine sales & long term service agreements
- Responsible for Long Term Service Agreement approvals based monthly fees paid and cost of ownership projections
- Negotiated Long Term Service contracts and engine deals for 2 major global carriers
- Responsible for developing, executing and analyzing operating budgets and forecasts
- Support Commercial team in new customer deals including risk analysis & execution of existing Long Term contracts
- Facilitate company initiatives in Six Sigma & SOX audit work requirements

General Electric Corporate Audit, Fairfield CT **August 2002 to August 2004**

GE Healthcare/Amersham Integration Planning, Senior Auditor In Charge (Amersham, UK)

- Mentored 4 associates through daily audit scopes and personal development
- Developed overall synergy tracker and implementing controls on go-forward tracking plan
- Analyzing global facilities per purchase accounting guidelines and developing plans for site integration

GE Aircraft Engines, Senior Auditor (Cincinnati, OH)

- Completed revenue recognition audit for \$2.0B of sales across 4 engine product lines; reviewed \$1.6B balance sheet
- Documented cross functional team activities & tested financial controls per Sarbanes-Oxley 404
- Part of new JD Edwards system implementation audit using Six Sigma tools

GE Capital Markets Services (Stamford, CT)

- Audited \$1.3B Commercial Mortgage Loan & Real Estate Investment assets for FIN 46 compliance
- Created & implemented securitization audit plan for excel based gain models
- Audited deal initiation through investor reporting for term finance deals

National Broadcasting Company (New York, NY)

- Audited network division processes for revenue (\$1B in 2002) & trade receivables (\$0.3B)
- Mitigated \$6MM business risk via customer risk evaluation Six Sigma project
- Created rolling analysis for validation of business wide receivable reserves

General Electric Financial Management Program, Pittsfield MA **July 2000 to July 2002**

Specialty Materials HQ (Wilton, CT)

- Managed analysis & reporting of GESM external sales of \$2B across 4 reporting entities
- Led cross functional team to create New Product Introduction tracking tool
- Facilitated system & process integration for \$1B GE Betz commercial sales

Plastics – Lexan Division (Pittsfield, MA)

- Managed ‘Americas’ headquarters base cost & headcount planning and reporting
- Helped implement and operationalize Lexan product line structure from region based organization

Sealants & Adhesives (Huntersville, NC)

- Provided cost accounting support for manufacturing teams across 3 sites
- Managed bi-weekly ‘war room’ cost reviews
- Created and analyzed sales forecasts for 8 commercial units; managed reporting and analysis of results

Silicones (Waterford, NY)

- Supported 9 regional sales teams and managed domestic sales and orders reporting
- Analyzed Americas commercial balance sheet and income statement accounts
- Managed monthly global sales concession reviews

EDUCATION:

Bachelors of Science in Finance, University of Illinois at Urbana-Champaign (May 2000)

GE Financial Management Program (July 2002)

Six Sigma Blackbelt Certified (July 2004)

ACHIEVEMENTS & CONTRIBUTIONS:

Selected by the MEMC Executive Leadership team and Board of Directors to receive special grant (April 2011)

Nominated for and won acceptance to attend Johnson and Johnson’s Smith College Executive Education program (March 2010)

Lead EES Finance Manger Team (MLT) in 2008; Multiple Stock Option Awards at MEMC, J&J and GE (2002, 2003, 2008, 2009, 2010, 2011); Multiple RSC Awards at MEMC, J&J and GE (2005, 2008, 2009, 2010, 2011); GE Corporate Audit Staff Honors Award (1T03); GE FMP Awards (2001, 2002); University of Illinois Recruiter (2000- 2007); United Way (2005 – Present), GE Elfun 100+ Hours (2000 - 2005); Habitat for Humanity (2001 - 2005); America Reads Program (1999); Brother In Delta Sigma Pi - Business Fraternity (1998 - Present)

SKILLS:

Excellent Written and Verbal Communication Skills; Ability To Foster Productive Team Environments

Superior Knowledge of Microsoft Office Excel, PowerPoint And Word

Nikki Doughty
4949 West Pine Blvd. #9J / St. Louis, MO 63108
nikki.doughty@gmail.com / (314) 517-2912
<http://www.linkedin.com/in/nikkidoughty>

Professional Summary: **Dynamic Program Manager** with over 9 years of nonprofit experience, pioneering educational programs for youth and teens, creating and executing development programs, event planning and community mobilization programs. Proven success in working with individuals and families from very diverse backgrounds, building and maintaining relationships with clients; demonstrated ability in program development, community partnership collaborations; recognized track-record in increasing program efficiency and constituent satisfaction.

EDUCATION

Washington University's Brown School of Social Work in St. Louis – St. Louis, MO (2014)
Masters in Social and Economic Development with Management Specialization

Webster University – St. Louis, MO (2005)
Masters in International Development

University of Missouri St. Louis – St. Louis, MO (2002)
Bachelors of Arts and Science in Communication with a Minor in Political Science and English

HONORS & AWARDS

- 2011 Award of Merit presented by the Mayor and City of St. Louis for work in education and social equity
- 2011 Proclamation from St. Louis County for years of service to the St. Louis metropolitan area
- 2011 Award of Merit from the Governor and the St. Louis American's Salute to Excellence in Education

PROFESSIONAL EXPERIENCE

City Academy – St. Louis (2005- Current)

DIRECTOR OF ADMISSIONS, ALUMNI RELATIONS, & PLACEMENT

Community Partnerships

- Built strong volunteer partnerships with a variety of agencies including but not limited to Big Brothers Big Sisters of Eastern Missouri, Mathews Dickey Boys and Girls Club, University Missouri-St. Louis, Washington University, and Wells Fargo Advisors.

Development

- Plan and execute special events and donor stewardship efforts, securing over \$120,000 within FY2014.
- Collaborated with area ISSL schools to secure annual scholarship awards totaling over \$800,000 over the past four years.
- Cultivate and sustain collaboration efforts with over 40 major corporate and nonprofit partners

Program Development and Management

- Increased total number of applications received by 80% within two years
- Played active role in the accreditation process and co-authored three chapters of our Independent Schools of the Central States Report
- Co-Managed Financial Aid Program and awarded over \$2.5 million annually in scholarship assistance
- Created over a dozen programs serving over 100 families under an extremely conservative budget

ASSISTANT DIRECTOR OF DEVELOPMENT

Community Partnerships

- Created partnerships with over
- Participated as a member of the Independent Schools of St. Louis Common Marketing Committee
- Participated as a member of the Independent Schools of St. Louis Diversity Committee
- Participated as a member of the Independent Schools of St. Louis Diversity Hiring Fair Committee

Development

- Developed and implemented the Young Friends Committee which introduced more than 100 new friends and donors to City Academy
- Streamlined the Development Committee by working with individual committee members to fulfill their stewardship roles
- Responsible for securing donations from \$2,500 level donors and under
- Support Director of Development in raising over \$1.3 million in annual giving

Program Development and Management

- Spearheaded and facilitated brand new volunteer program, managed over 50 volunteers, and over 15 student programs
- Routinely present *Best Practices in Admissions, Placement and Alumni Relations* to area organizations, including but not limited to Teach for America and the Archdiocese Schools of St. Louis.

The Churchill School - Saint Louis, Missouri (2003 – 2004)

SPECIAL EVENTS COORDINATOR

Development

- Cultivated new donors and implemented an innovated stewardship program to secure \$1.4 million in less than 3 months for our Capital Campaign
- Organized a 175 item silent/oral auction, with dinner and entertainment for over 400 guests, raising over \$200,000
- Wrote, designed, and produced two newsletters and one four color cover for *Victory* magazine, as well as, served as liaison to the Development Committee and Board of Directors.

Program Development and Management

- Assisted the Director in the annual giving campaign which raised \$200,000 in a 9 months

Democratic Party of Georgia (2002 – 2003)

REGIONAL CAMPAIGN DIRECTOR

Development

- Maintained a \$3 million dollar budget, oversaw direct mail production for the Governor's campaign, State Senate and House campaigns, as well as efforts for the U.S. Congressional races, and a U.S. State Senate race
- Organized campaign efforts including executing various different financial plans on all levels, event planning, compiling and maintaining extensive donor bases, and coordinating ongoing phone solicitation
- Organized over 1000 volunteers for weekend canvassing
- Researched candidates running for public office using information sources including both the Internet and text sources

Program Development and Management

- Compiled more than 10 comprehensive (100-200pg.) research books under strict deadlines, to be used in creating polls and campaign mail.

VOLUNTEER AND COMMUNITY INVOLVEMENT

Hawthorn Young Women's Leadership Academy – 2012 – current: Founding Board Member

Great Circle Agency - Changing Prisms 2009 – Current: Changing Prisms Committee Member

InspireSTL – Consultant and Advisory Board Member - 2010 – Current

Mound City Bar Association College Prep Course Instructor 2010 – 2011

Urban Education Initiatives – 2012 – 2014: Committee Member, Secretary

Political Activist Projects 2004 – Current: Assisted in communication, fundraising and grass roots mobilization efforts with several candidates

St. Francis Cabrini Academy Board Member – June 2010 – 2012

Board of Trustee for the American Civil Liberties Union 2004 – 2010

- Co-Chair of the Development Committee
- Chair the Bill of Rights Event Committee

Immigrant and Refugee Women's ESL Training Program 2007 – 2010

South City Archdioceses Cooperative 2010 – Presentation on Best Practices on Admissions and Marketing

CIVITAS 2006 – 2008 : Enabled students to become engaged and involved citizens through social, political and economic involvement

Discovering Options 2006 – 2007

Leadership Instructor for Delta Sorority Program 2006 – 2008 : Taught young adults (ages 14-18) fundamental leadership skills, economic responsibility, and foster educational development; implemented the first ever out of state college tour

Girls, Inc. 2006 – 2007 : Taught young girls how to build healthy mind, body and spirit

Scholarship Awards Committee of the Carpenters District Council of Saint Louis Summer of 2004

Partner with Youth Campaign for the YMCA 1995 – 2005 : Review Committee

SKILLS

Expert Experience: AS400, Microsoft Office Word and Excel, GiftMaker Pro, RasersEdge-Blackbaud and

Intermediate Experience: People Soft, iMAC media programs

CONFERENCES

Marketing and Leadership for the National Association of Independent Schools – Northwestern Kellogg School of Business (2011)

People of Color Conference for National Association of Independent Schools (2010)

Association of Fundraising Professional – Chancellor Scholar (2006)

Women in International Security at Georgetown (WIIS) (2005) Latin American Mid-West Association Conference

Model European Union Conference: (2001)



Kathryn Elliott Love

Partner

St. Louis

One Metropolitan Square
211 North Broadway, Suite 3600
St. Louis, Missouri 63102-2750

Phone: 1 314 259 2419

Fax: 1 314 552 8419

email: kelove@bryancave.com

Kathryn Love practices in the areas of general corporate matters, mergers and acquisitions, joint ventures, strategic alliances, commercial agreements and private placement finance, with a particular emphasis on the representation of closely held businesses and entrepreneurial companies. She represents buyers and sellers in stock and asset purchases and sales as well as mergers. Ms. Love also has broad experience in drafting and counseling companies regarding employment, consulting, licensing, limited liability company operating agreements, confidentiality and non-compete agreements. She has represented portfolio companies and venture capital and private equity funds in connection with investments, acquisitions and exits.

Clients for which she has significant responsibility include a worldwide provider of outsourced office and workplace solutions, an international motor company, a business process outsourcer, a service-provider to independent telephone companies, an engineered plastics producer, an animal and human nutrition products company, and several early-stage life sciences, pharmaceutical and medical device companies. Several of the clients with whom she works are women-owned or minority-owned businesses, and she has counseled them with respect to entity formation and WBE and MBE certifications. In addition, Ms. Love has represented a Big 4 accounting firm in acquisitions, dispositions and strategic alliances. Earlier in her career, she worked on public offerings of securities, including both initial and secondary offerings of debt and equity.

Prior to joining the firm, she served as law clerk to the Hon. Jean C. Hamilton, U.S. District Court, Eastern District of Missouri.

At Bryan Cave, Ms. Love serves on the firm's Strategic Growth Team.



Bar and Court Admissions

Missouri, 1993

New York, 1993

Education

University of California-Hastings, J.D., 1992

Princeton University, A.B., 1988

Civic Involvement and Honors

- Board of Directors, Big Brothers Big Sisters of Eastern Missouri, 2012-present
- Founders Board of Directors, Young Women's Leadership Academy (charter school), 2012-present
- Board of Directors, The Magic House, St. Louis Children's Museum, 2002-2012 (Chair 2009-2010)
- Board of Directors, Forsyth School, 2005-2011
- Board of Visitors, Mary Institute and St. Louis County Day School, 2011-present (Chair 2012-present)
- Member, Clayton Parks Foundation Board, 2008-present
- Development Board, The Muny Opera, 2008-2012
- Leadership Council Member, Donald Danforth Plant Science Center, 2011-2013
- 40 Under 40, *St. Louis Business Journal*, 2003

ANNE MILLER

244 Linden Avenue * University City, MO 63105 * annemiller81@gmail.com * (314) 972-3795

EDUCATION

BROWN UNIVERSITY, Providence, RI May 2009
Master's of Public Policy, Education Concentration

DARTMOUTH COLLEGE, Hanover, NH June 2004
A.B. in Spanish Literature
Graduated *Cum Laude* with High Honors

RELEVANT EXPERIENCE

North Side Community School, St. Louis, MO May 2010-Present
Pre-K Director

- Founded Pre-K Program in 2011 to prepare four-year-old students for kindergarten entry
- Ensure students are engaged in academically rigorous program to make two years of academic growth in one school year
- Oversee teaching, curriculum and assessment for three classrooms of 50 students
- Facilitate development activities to raise money to support the privately-funded program from individuals, corporations, and foundations
- Taught two cohorts of pre-k students in 2009-2010 and 2010-2011

Early Childhood Consultant, St. Louis, MO September 2009-July 2010

- Conducted analysis of early childhood landscape in St. Louis City and Ft. Worth, Texas to help inform the Rainwater Charitable Foundation's early childhood agenda
- Co-authored case statement presented by Mayor Francis Slay at the National League of Cities Institute for Youth, Education, and Families in December 2009, which has resulted in a revitalized early childhood initiative at the local level

Strategies for Children/ The Early Education for All Campaign, Boston, MA September 2005-July 2007
Communications and Field Associate

- Collaborated with team members to develop a multifaceted political strategy for Early Education for All, a statewide campaign for universal pre-kindergarten for Massachusetts children and families
- Created, implemented, and monitored communications strategy, including e-advocacy, press, collateral materials, web, newsletter, English to Spanish translations, and all correspondence
- Traveled across Massachusetts to grow grassroots field team of early educators

Massachusetts Executive Office of Education, Boston, MA February 2008-July 2008
Graduate Intern

- Assisted in the development of the Patrick Administration's Education Action Agenda, a ten-year strategic plan for the future of education in the Commonwealth
- Researched current education policies and provided literature reviews of future policy alternatives
- Drafted op-eds and other media documents

The American School of Madrid, Madrid, Spain

August 2004-June 2005

Teaching Assistant

- Assisted lead teacher in a full-day kindergarten classroom with students from many different countries and with varying levels of English proficiency
- Worked to ensure that every student graduated kindergarten able to read and write
- Established and led the Lower School Student Council to help students build citizenship skills through leadership training and community service
- Tutored two students outside of school to improve English language and literacy skills

OTHER SKILLS

Fluent in Spanish

- Gained fluency through living, working, and studying abroad in Argentina and Spain, as well as intense study throughout high school and college

Computer Skills

- Experience creating and managing websites; training in Quark, Dreamweaver, and e-advocacy tools
- Completed SPSS, Access, and GIS graduate-level coursework

COMMUNITY INVOLVEMENT

The Hawthorn Leadership School for Girls, St. Louis, MO

Summer 2013-Present

Founding Board Member

Preclarus Mastery Academy, St. Louis, MO

June 2009-January 2012

Founding Board Member



PROFESSIONAL PROFILE



John S. Ross, Jr.
CEO of Summit Companies

jross@summitstl.com
314.863.9991 phone
314.863.4407 fax

John S. Ross is CEO of the Summit Companies - Summit Development Group, Summit Realty Ventures, Summit Multi-Family Group - and Executive Director of Cushman & Wakefield | Gateway Commercial. He began his career in commercial real estate in 1985. As CEO of Summit, Mr. Ross manages company strategy, growth capital and investor relations.

Mr. Ross founded Summit Development Group in 1999. Since its inception, Summit Development Group and its affiliates have developed or acquired over 3.5 million square feet of office, industrial and retail properties valued in excess of \$400 million.

In 2005, Mr. Ross formed Cushman & Wakefield | Gateway Commercial as a result of acquiring the St. Louis Cushman & Wakefield branch office. Gateway is a Cushman & Wakefield Alliance Partner and has the resources and global reach of the largest privately held real estate services company in the world.

Mr. Ross serves on the Board of Directors of Parkside Bank & Trust which he helped found. Additionally, he is the Managing Partner of the Hardee's Ice Rink, one of the largest amateur ice hockey facilities in the Midwest.

His philanthropic focus has been on children with an emphasis on education. He has previously served on the Board of Directors of Churchill Center & School for an eight year period during which he was Chairman from 2008/2009. During his tenure, Mr. Ross oversaw the development of the new 45,000 square foot school. Additionally, he has served on the Board of the Magic House where he oversaw the \$10 Million expansion.

Timothy P. Rowbottom

AIA, NCARB, LEED™ AP BD+C

7215 Cambridge Avenue
University City, MO 63130

v 314.323.6260
e tim.rowbottom@gmail.com

Qualifications

Highly experienced Executive with a proven ability to lead diverse teams of professionals to new levels of success: in a variety of markets, project types, and highly competitive environments. Exemplary design, technical, and business qualifications with an impressive track record of project leadership over a 19-year career. Hands-on experience in client development, project management, operational logistics, and integrated project delivery models.

Outstanding conceptual, analytical, and communication skills with the expertise to lead and administer concurrent projects in various phases. Proven ability to successfully identify key opportunities, analyze project requirements and develop effective delivery models that exceed client expectations, enhance customer service offerings, and increase firm profitability.

- **Pro-active project leader** cultivating client trust by integrating design goals, technical fluency, budget constraints, and constricted schedules into a unified project vision.
- **Highly accomplished in the diplomacy of consensus building** amongst diverse constituencies.
- **Entrepreneurial tenacity** for establishing new business and growing both top line and bottom line revenue.
- **Influential catalyst** in strategic planning, business unit development, and innovative service delivery.
- **Development, Design, and Management leadership on over \$750,000,000** in Academic, Corporate, Historic Preservation, Institutional, Mixed Use / Retail, and Master Planning projects over a 19-year career.
- **Extremely effective at organizing and deploying appropriate resources** for project goals, schedule, and fee constraints.

Professional Experience

The Lawrence Group Inc.

St Louis, Missouri
July 2003 – Present

Executive Management Team
2011 – Present

Director – Higher Education Practice
2009-Present

Director - Commercial & Institutional Practice
2005-2009

Principal 2008 - Present
Associate Principal 2006-2008
Senior Associate 2005 - 2006
Associate 2003 - 2005

Responsibilities include firm leadership, project leadership, and design management and delivery of over \$150,000,000 annually in planning, design, and construction projects. Current focus centered on strategic planning, business development, and leadership of the firm's Higher Education practice.

Provide executive leadership on a diverse range of project types and scales from project conception through owner occupancy. Focused on problem definition, conceptual modeling, and project synthesis; balancing the needs of program, aesthetics, budget, and schedule. Flexibility and adaptability to deliver intricately detailed designs and macro-scale projects.

Accomplishments

- **Promoted from Associate to Principal in under 5 years, the fastest promotional track in the firm's 30-year history.**
- **Grew the firm's Higher Education Practice from \$400,000 in 2009 to over \$4,200,000 in 2011.**
- **Diversified the firm's Commercial Studio by establishing a Mixed Use & Retail practice in 2004.**
- **Increased the firm's St. Louis Commercial Studio annual sales from \$700,000 in 2003 to over \$3,800,000 in 2008.**
- **Spearheaded and secured new client relationships resulting in over \$9,000,000 in firm revenue.**
- **Managed over \$15,000,000 in professional fees at an average profit margin of 14%.**
- **Adapted firm's delivery model integrating BIM into all phases of project delivery and developed a BIM training initiative for management team.**
- **Directed over \$120,000,000 in urban redevelopment projects with complex and sophisticated delivery models requiring adherence to multiple design, financial and jurisdictional constraints.**
- **Piloted firm's sustainability initiative and completed firm's first LEED certified project.**
- **Mentored five interns through successful completion of IDP and licensure.**

Timothy P. Rowbottom

AIA, NCARB, LEED™ AP BD+C

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University City, MO 63130

v 314.323.6260
e tim.rowbottom@gmail.com

Menefee & Winer PC

Atlanta, Georgia
May 1996 – May 2003

Associate

Project Manager 1999 - 2003
Project Architect 1996 - 1999

Responsible for all phases of the architectural process from marketing through project closeout. Broadened experience across a range of markets including academic & institutional, adaptive re-use, corporate, historic preservation, multi-family residential, sports and recreation.

Accomplishments

- **Assisted** founding partners in growing business from 2 person start-up to over 15 design professionals.
- **Developed** and retained profile clients such as Atlanta Botanical Garden and University of Georgia with projects ranging in construction value from \$3,000,000 to over \$30,000,000.
- **Initiated, advanced, and managed** IT systems for the office environment; implementing CAD, network systems, and internet-based project management for over 15 professionals.

Stang & Newdow Inc.

Atlanta, Georgia
December 1994 – April 1996
Project Architect

Provided design support, produced construction documents, and performed construction administration on commercial and adaptive re-use projects. Responsibilities included project development, design implementation, and construction administration of projects for national and corporate clients.

MSTSD Architects

Atlanta, Georgia
May 1994 – December 1994
Intern Architect

Produced graphic presentations, construction documents, and constructed models for commercial, multi-family, and institutional projects. Initiated the adoption of 3D modeling for use in firm design presentations.

Sullivan Palmer Inc.

Kansas City, Missouri
May 1993 – April 1994
Intern Architect

Produced construction documents and provided construction administration on commercial and institutional projects.

Accreditations

Registered Architect
Georgia 2000
Missouri 2003
AIA
NCARB Certified
LEED® AP BD+C
Urban Land Institute
ICSC Affiliate Member
SCUP Member

Education

Bachelor of Architecture
University of Kansas
December 1993
Kansas City Urban Design Studio
University of Kansas
1992-1993

Technology

Microsoft - Office Suite
Timberline Project Management
Deltek Advantage & Vision
Master Spec
BSD SpecLink
AutoCAD 2012
REVIT Architecture 2012 (Manager)
Sketchup
Adobe CS Suite
WebEx

Timothy P. Rowbottom

AIA, NCARB, LEED™ AP BD+C

7215 Cambridge Avenue
University City, MO 63130

v 314.323.6260
e tim.rowbottom@gmail.com

Merits

Civic

Board of Trustees , Forsyth School, St. Louis, MO	2009 - Present
Board of Directors , Confluence Academy Charter School, St. Louis, MO	2008 - Present
Building Committee Chair , Downtown Children's Center, St. Louis MO	2003 - 2007
Druid Hills Historic Landmark District , Preservation Committee, Atlanta GA	1997 - 2003
Atlanta Preservation Center , Volunteer Tour Guide, Atlanta, GA	1995 - 2002

Awards

St Louis Landmarks Association , Eleven Most Enhanced Awards Grand Center Arts Academy	2012
St Louis Landmarks Association , Eleven Most Enhanced Awards Hotel Ignacio	2011
United States Green Building Council , LEED® Silver Certification Hammermill Lofts at Cupples Station	2008
Downtown St. Louis Partnership , Better Downtown Award Hammermill Lofts at Cupples Station	2008
Downtown St. Louis Partnership , Better Downtown Award Pointe 400, the former PET building	2007
St Louis Landmarks Association , Eleven Most Enhanced Awards Marquette Building	2007
St Louis Landmarks Association , Eleven Most Enhanced Awards Alexander & Spool Thread Buildings	2006
Urban Land Institute , Large Project of the Year Atlanta Biltmore	2001
Atlanta Urban Design Commission , Award of Excellence, Historic Preservation Atlanta Biltmore	2001
Atlanta Urban Design Commission , Award of Excellence, Architectural Significance Atlanta Botanical Garden Pedestrian Bridge	2000
Atlanta Urban Design Commission , Award of Excellence, Historic Preservation The Adair Estate	2000
AIA Kansas City , Competition Winner Retail Window Design, Plaza Pendleton	1993
University of Kansas , Kansas City Urban Design Studio Fifth Year Thesis selected exemplary by School of Architecture Advisory Board	1993
University of Kansas , Kansas City Urban Design Studio Leadership Excellence Award	1993

Mary Danforth Stillman

mstillman63@gmail.com 314-406-6432 37 Glen Eagles Drive, St. Louis MO 63124

Employment:

- 2012 – present Founder, Hawthorn Leadership School for Girls
- 2003 – 2012 Lecturer, Washington University in St. Louis:
"The Bill of Rights: Freedoms and Limitations"
- 2010 - 2012 Internship Program Director, College Bound St. Louis
- 1993 - 1995 Assistant Dean, College of Arts and Sciences, Washington University in St. Louis
- 1989 - 1993 Attorney, Covington & Burling, Washington, D.C.
- 1988 - 1989 Law Clerk to Hon. Norman P. Ramsey
United States District Court for the District of Maryland

Education:

- Yale Law School, J.D., 1988
Editor, Yale Law and Policy Review
Author: "Cells, Sales, and Royalties: The Patient's Right to a Portion of the Profits"
- Princeton University, A.B., Religion, 1985
Senior Thesis: "The Applied Christianity of Daniel Berrigan, S.J."

Community Involvement:

- Board of Trustees, Donald Danforth Plant Science Center
- Board of Trustees, St. Louis Children's Hospital Foundation
- Board of Directors, Girls, Inc.
- Board of Directors, Provident, Inc.
- National Advisory Board, John C. Danforth Center for Religion and Politics, Washington University in St. Louis
- National Advisory Council, Gephardt Institute for Public Service, Washington University in St. Louis
- Co-Leader: Republican Leadership Circle

Exhibit B.3(a)

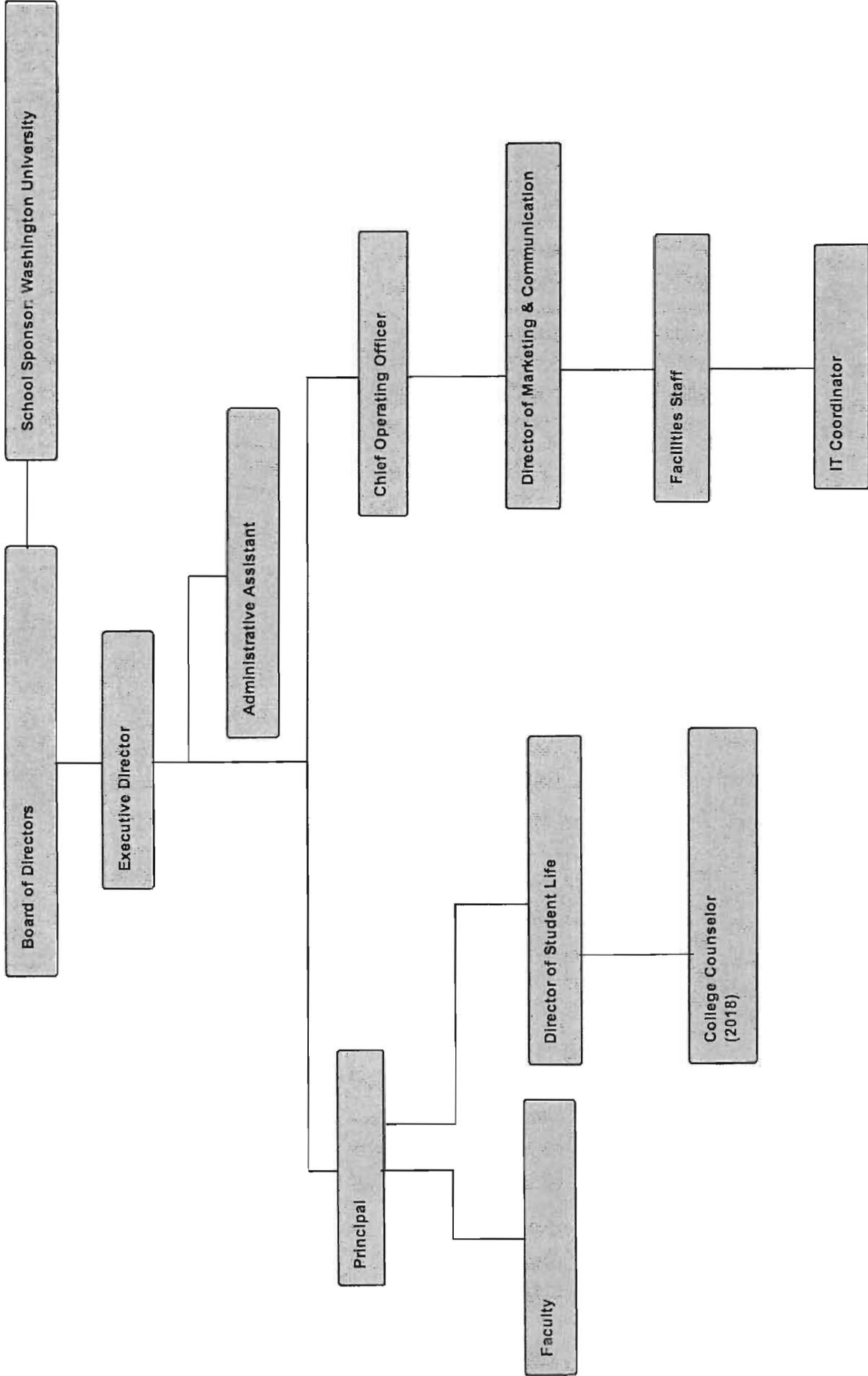


Exhibit B.3(b) – Job Descriptions

Executive Director: The Executive Director is a full-time position. The Executive Director is responsible for the ongoing success of the School's students and the quality of the School's faculty. He or she oversees the School's strategic, programmatic, financial and administrative functions. The Principal, Dean of Students and Chief Operating Officer report to the Executive Director. The Executive Director ensures that the School's educational philosophy and its culture are of the highest quality and remain consistent throughout the School, staying true to the School's mission.

The Executive Director is the primary liaison between the School and the School's Board of Directors. He or she also serves as the primary liaison between the School and its sponsoring organization and between the School and its affiliate network, YWLN.

The Executive Director is responsible for the School's external affairs, creating partnerships with other organizations and businesses and participating in local and national educational organizations. The Executive Director must be active in the St. Louis community, building relationships with the School's stakeholders and engaging the community in the work of the School. He or she is also charged with educating peer institutions in the effective work of the School.

The Executive Director bears the primary responsibility for the School's fundraising, including overseeing grant applications and management. Successful fundraising grows out of solid ongoing relationships between potential donors and the School, and the Executive Director must foster and tend to those relationships.

The Board of Directors will hire an Executive Director who is demonstrably committed to the School's mission. The Executive Director must be able to represent the School in the larger community by articulating its mission and outcomes with accuracy and enthusiasm. He or she must be adept at balancing several responsibilities, forging and maintaining relationships, delegating authority, team-building, and holding others to the highest standards. The Executive Director will have experience in both the education and fundraising fields.

Principal: The Principal is a full-time position. The Principal is the instructional leader of the School, overseeing the selection, development and implementation of curriculum, ensuring that it is creative and innovative, designed to prepare students for college, and integrated across subject matters and grades. The principal understands the state requirements and works with the teachers to make sure that students meet those requirements. The Principal is knowledgeable about best practices for educating adolescent girls. He or she oversees student assessment, including gathering and interpreting data and instructing teachers on how to use that data to improve instruction.

The Principal is responsible for understanding the special needs of individual students and for implementing and overseeing the appropriate programs to meet the needs of special education, English Language Learner, and disabled students. In addition, the Principal will oversee the tutoring and academic support available to all students.

The Principal hires, trains and evaluates faculty. The Principal designs and implements faculty professional development and works to foster a true sense of teamwork among the teachers. The Principal makes sure that the School has the resources it needs in a timely manner in order to support the teachers and students in their classroom work.

The Principal is responsible for recruiting students and communicating with their families during the recruitment and orientation stages. In many ways, the Principal is the face of the School. He or she is the day-to-day leader who interacts with the students as such. The Principal represents the School in meetings with students' parents and also with the School's donor population. He or she interacts with the broader community to generate support for the School.

In conjunction with the Executive Director and the Dean of Students, the Principal will establish the School's culture and ensure that such culture is clear and consistent throughout the School, with faculty, students and staff.

The Principal participates in professional development programs for school leaders, including programs offered by the YWLN. He or she attends local meetings of charter school leaders, national charter school conferences and girls' school coalition conferences and is an active participant in the Missouri Charter Public School Association programs and events.

It is likely that as the School grows to capacity, the Board of Directors will put in place two principals, one for the middle school and one for the high school.

Dean of Student Life and Community Affairs: The Dean of Student Life and Community Affairs is a full-time position. The Dean of Students oversees the general wellbeing of the School's students. The Dean oversees counseling, discipline, and delivery of social services to the students. He or she is responsible for the Daily Advisory curriculum and designs and implements the leadership and the health and wellness curricula. The School's social worker(s) and guidance counselor(s) report to the Dean of Students.

The Dean of Students oversees the college counseling program. He or she will design and implement a college readiness program that begins when the students are in 6th grade and includes at least one visit to a college campus each year. The Dean works with the parents to prepare them for the rigor of the college application process, including the requirements for completing applications for financial aid. He or she helps to prepare parents for the realities of their daughters attending college. These duties will become the responsibility of the college counselor when he or she comes on board, and the college counselor will report to the Dean of Students. The Dean of Students designs and implements a workforce readiness curriculum for the students to prepare them for employment during summers and upon graduation.

The Dean of Students coordinates the School's athletic programs, after-school programs, summer opportunities and off-campus internships. He or she serves as a liaison with students' families, including establishing programming for families. The Dean coordinates volunteers who wish to donate time at the School and works closely with the Executive Director and the Principal to create and maintain the School's culture, traditions, and celebrations. The Dean of Students works with the Executive Director on forging and implementing partnerships with community organizations and businesses that broaden and enhance students' experiences.

Chief Operating Officer: The COO is a full-time position. The COO is responsible for the financial health of the School, overseeing the development of and adherence to the budget and working with the Executive Director to design and implement a fundraising plan. The COO monitors capital projects on a regular basis. The COO manages the School's revenues, investment accounts, purchasing, invoicing, payroll distribution and insurance policies. He or she is responsible for ensuring that the School is in legal compliance with local, state and federal laws and for managing

the School's audit procedures. The COO prepares and files the School's tax returns. He or she works closely with the School's bank on managing the daily account and investment account as well as any outstanding loans.

The COO oversees the School's enrollment process, ensuring that enrollment is open to all students, including those with special needs. The COO implements accurate data tracking systems and files the necessary reports with DESE, including attendance records.

The COO is responsible for the School's management of human resources. He or she works with the Executive Director to make sure that the School has the necessary policies in place to govern employment contracts and employee benefits.

The COO supervises the School's facility, including capital enhancements, maintenance, security and janitorial services. The COO will oversee the School's IT needs. He or she will be responsible for managing the school's classroom supplies and textbooks and will oversee scheduling, food services, transportation issues, and school uniforms.

The COO will oversee the School's marketing and communications, working with the Executive Director and the Principal to ensure that the School's messaging is clear and consistent.

In hiring the COO, the Board of Directors will look for a person with an accounting background who is highly organized, detail oriented, and practices excellent record-keeping skills. The COO should have a background in public school accounting and reporting. Experience in Human Resources is also preferred.

Faculty

Teachers are the cornerstone of the School's success. Hawthorn will hire teachers who have had experience teaching in urban schools and have proven successful in helping students make significant academic gains. Teachers will teach a rigorous academic program and will teach for mastery, making continuous assessment of students' understanding of the subject matter. Teachers will address the individual needs of each student and treat each student with respect. Hawthorn teachers must be committed to the school's mission of teaching and supporting every girl on her path to college and career. Teachers will use best practices of educating urban adolescent girls, including creating environments for collaborative work and integrating cultural references into the curriculum that are relevant to the students' experiences. Hawthorn teachers must be able to express clearly their expectations for the students, to hold the students to those expectations through clear and consistent classroom management skills, and to recognize a reward student achievement when those expectations are met.

Hawthorn teachers will be specialists in their subject areas and will look for opportunities to continuously improve their own teaching skills, learning from each other, from the instructional coaching and support offered within the School and from engaging in professional development programs outside of the School. Teachers will collaborate with each other to design integrated curricula and to share information and insights about individual students.

In addition to the regular teaching load, each faculty member will be responsible for leading a Daily Advisory, taking primary responsibility for a small group of students as their advisor and advocate. Teachers will be responsible for communicating with parents about students' responsibilities and progress, enlisting parental support in helping the students achieve, and building a bridge between school and home.

Hawthorn teachers will be committed to the School's mission that every girl will succeed in school. This means that teachers will work longer hours and longer school years than traditional teaching models. Teachers must be willing and able to meet with students outside of regular school hours for individual support. Especially in the early years, teachers will take on a variety of roles outside of the classroom and they must be willing to be flexible and nimble in their work.

College Counselor

A full time college counselor will join the staff in the fall of 2018. The college counselor will be trained in working with high school students to help them prepare for the college application process by exposing them to an array of opportunities. This will involve organizing visits to college campuses as well as hosting college representatives to Hawthorn's campus. The college counselor will also work with students to take advantage of summer opportunities on college campuses.

The college counselor will be responsible for working with faculty to prepare students for standardized admissions testing. The counselor will guide the students through the actual college admission process, including identifying a list of schools to which to apply and putting all of the pieces in place to complete those applications in a timely fashion. The college counselor will also help students navigate the financial aid opportunities in higher ed. The college counselor will work closely with parents to prepare them for their daughter's college admission process and financial aid requirements and deadlines.

The college counselor will work with the Dean of Students to create career opportunity programming and work with mentors who will help expose the students to possible career paths.

Director of Marketing and Communications

The Director of Marketing and Communications will be responsible for creating the School's messaging to the community. This will include marketing to potential families, regular communication with current families, and communication with current and future donors. The Director of Marketing will create and distribute mailings, brochures, and manage messaging on the School's webpage. He or she will oversee the production of video that archives the School's programs and captures the feel of the Hawthorn experience. The Director will also be responsible for producing and distributing Hawthorn's Annual Report.

The Director will work with the media who are interested in reporting on the School. He or she will also coordinate visitors to the School, ensuring that they are able to gain insight into the School's mission and program through their visit. The Director will oversee fundraising events hosted by Hawthorn.

Maintenance Staff

The maintenance staff will be responsible for the daily upkeep of the School's facilities, inside and out. Maintenance will also take on special projects from time to time, such as painting or making repairs.

IT Coordinator

The IT Coordinator will work with the School's computer based information systems to ensure that hardware and software is in working order and is satisfying the School's needs. He or she will guide the school in the best uses of technology to meet the School's goals and improve efficiencies. The IT

Coordinator will also be available to work with teachers, staff and students on an individual basis to provide support and trouble shooting as needed.

Exhibit B.5(a) Student Recruitment Sources

NCBW – Metropolitan STL
Alpha Kappa Alpha
Grace Hill
AKA Mentor Program
Guardian Angel Settlement
Almost Home
Annie Malone Children & Family Services
Boys and Girls Club
Big Brothers Big Sisters
Jack and Jill
Mathew's Dickey Boys & Girls Club
NAACP Education
North Side Community School
Omega Mentor Program
Delta Academy
Sherwood Forest Camp
Family Resource Center
St. Vincent Home for Children
Foster and Adoptive Care Coalition
City Academy
Girl Scouts of Eastern Missouri
Urban League
Girls, Inc.
YMCA
YWCA
MERS Goodwill
Youth Learning Center
Urban K Life
Wyman Center
City Garden Montessori
KIPP Inspire
Inspire STL
St. Louis Language Immersion Schools
SLPS
Girls on the Run
Girls in the Know
Lafayette Prep Academy

Exhibit B.5(b) Sample Recruitment Open House Agenda

HAWTHORN LEADERSHIP SCHOOL FOR GIRLS
PARENT INFORMATION SESSION

AGENDA

WELCOME

Principal

- ◆ Introduction of key Staff
- ◆ Brief history of how this model school came to St. Louis
- ◆ Introduction of TYWLS, East Harlem DVD

TYWLS, East Harlem DVD

- ◆ Is a girls school the best choice for you?
 - Speakers share their thoughts on the benefits of an all girls' educational experience.

HAWTHORN OVERVIEW

- ◆ *Benefits of an all girls school*
 - Teachers can focus on the needs of individual students and target their teaching styles to the needs of young women.
 - Curriculum in an all girls' school is tailored to the girl's individual needs and interests. Through an innovative curriculum, girls are challenged to move outside of their comfort zone, to take healthy risks, to experience new ideas and learn new things.
 - Students are free from the distractions of a coeducational environment and can focus on academics and building their self-esteem.
 - Hawthorn will have a Daily Advisory – small groups of students meet each day with a faculty member who serves as their advisor, advocate and liaison between the school and their parents.
 - Hawthorn girls are offered a number of leadership opportunities inside and outside the school to encourage their development and to help them to realize their potential.
- ◆ *Curriculum and Assessment: A Focus on Developing Scholars*
 - The goal of Hawthorn is to ensure each girl's success. To make learning exciting. To challenge the girls with high expectations. To encourage our students to work both collaboratively and independently. Teachers will work collaboratively to meet each student's individual needs.
 - There will be a constant focus on developing literacy woven throughout the subject areas.
 - The Hawthorn Curriculum will focus on Math, Science and Technology, fields in which women are underrepresented. School staff will guide the students in discovering their inner mathematician and scientist, helping them to apply this perspective to the development of our society in the twenty-first century. The school will provide opportunities for students to explore these areas with hands-on, discovery based learning in and out of the classroom, including field trips and, for older students, internships.
 - Hawthorn will clearly communicate learning standards and course goals to parents and students. Students will be assessed on a regular basis and

teachers will provide students and parents with frequent feedback on their progress and strategies for how they can improve. Hawthorn will give students multiple and varied opportunities to demonstrate their evolving understanding, knowledge and skills related to the standards over the course of a year.

- Hawthorn is a college preparatory school and a college counselor will work with the students beginning in 10th grade. Even before then, the girls will participate in a college readiness curriculum.
- The school will have an extended day and extended year, including four weeks of summer school.

◆ *Hawthorn Culture and Expectations*

- Hawthorn students are young women leaders and they will develop their leadership skills on three levels: self, school and in the broader community.
- Each Hawthorn student is responsible for leading her own life through responsible decision making. We expect that students will come to school every day, on time, in full uniform and prepared for class. Students should expect to receive 2 hours of homework each night and are responsible to ensure that this work is complete and has been reviewed by their parents.
- Hawthorn girls will demonstrate leadership in the school community through their active participation in extracurricular activities. We expect all students to participate in activities outside the traditional school day. Hawthorn will establish a variety of after school clubs based on student interest. These activities will include debate, student government, robotics, math club, dance team, chess club, step team among many others.
- Our belief is that all of our students can and will go to college. We expect our students to complete a college preparatory course of study. All students will take the PSAT and ACT, participate in college trips and complete college applications and financial aid forms. Our goal is that 100% of our students will be accepted to a college or university of her choice.
- We understand the importance of parents as partners in their daughters' academic and personal growth. Outline systems in place for parental involvement.

HAWTHORN ADMISSIONS PROCESS

- ◆ The School will hold up to three enrollment sessions. All students who wish to attend Hawthorn Leadership School for Girls must complete a school application and attend a school Open House with a parent, guardian or caregiver. If a student is selected for admission, her acceptance letter will be sent to her home. Note the specifics of the enrollment process, including preferences, and the advantage to enrolling early. All students who agree to enroll in Hawthorn are expected to attend the Summer Orientation program.

QUESTIONS, WRAP UP AND CONCLUSION

Exhibit B.5(c) FAQs about Hawthorn

HAWTHORN LEADERSHIP SCHOOL FOR GIRLS FREQUENTLY ASKED QUESTIONS

Hawthorn Leadership School for Girls will be a high-performing, college preparatory, secondary school for the young women of St. Louis. Hawthorn will guide young women to achieve their greatest potential through an intensive middle school program that will prepare students for a rigorous academic high school experience. Hawthorn will build partnerships with cultural, academic and business institutions across the city to expose our students to the amazing experiences that come from living in St. Louis.

How does the application procedure work?

1. Attend Information/Informed Choice Session. Complete and return the Hawthorn Information Session Sheet to the school by the deadline.
2. There will be a possible three enrollment sessions. (If the Hawthorn is fully enrolled after any session, the School will not hold the subsequent enrollment session unless we determine that we need to do so to create a waiting list.) Students must complete the required enrollment form to be considered for enrollment. At the close of each of the enrollment sessions, the School will enroll students who have completed the paperwork and submitted it in a timely fashion, with preference given to certain students as described below. If, during any session, the number of students wishing to enroll exceeds the number of spots available, the students' name will be entered into a lottery and names will be drawn from that pool for admission to the school.
3. Students selected to enroll will receive a letter of acceptance. Students and parents must sign the letter and return to the school within two weeks, indicating that they agree to enroll in Hawthorn. Once the signed letter is received students will be sent an information packet on the Hawthorn Summer Orientation Program. (Include dates and deadlines.)

What criteria are used in making admissions decisions?

There are no admissions criteria for Hawthorn Leadership School for Girls. The school will enroll students who are eligible for promotion to the incoming grade and who accept the school's offerings of all girls, advisory, uniforms, college prep, and leadership development. The School will give a preference during enrollment to children living in the City of St. Louis, children whose parents are employees of Hawthorn, and children who are siblings of a previous Hawthorn student. Students who are eligible to attend St. Louis Public Schools through the Voluntary Inter-District Choice Corporation (VICC) program, are eligible to attend Hawthorn, but will only be considered for enrollment during our third enrollment session should we hold one.

How many students does Hawthorn enroll?

The school will open with two grades – 6th and 7th – and add a grade a year after that until we are full with 6th through 12th grades. There are only 80 seats in each grade.

Are students who are accepted in to the middle school in 6th and 7th grade automatically accepted into the High School for 9th grade?

We expect you to stay at the school through graduation from 12th grade.

What is the average class size at Hawthorn?

It is our goal to keep class sizes around 25 students. Students are also part of an advisory that is smaller, with 15-17 students.

What is the teaching philosophy at Hawthorn?

Hawthorn attempts to combine the best aspects of traditional and progressive teaching methods. It is our belief that all students should be supported in striving for high standards of academic achievement and a committed work ethic. We plan to continually challenge students to broaden their understanding of the subjects of study in an attempt to broaden their understanding of themselves and the world. Teachers use student-centered, active, and collaborative learning to deepen students' understanding while also focusing on specific skills to prepare students for standardized tests.

What is the dress code at Hawthorn?

Students are required to wear the school uniform. Parents can buy pieces of the uniform from a company that the school contracts with, and some pieces of the school uniform can be bought independently.

What after-school activities are offered at Hawthorn?

Since the primary focus of Hawthorn is the academic success of the students, many teachers offer before and after school tutoring in the academic subjects. Some students are required to attend these tutorials. Other after school programs will include: Step, Cheerleading, chess club, robotics, soccer, volleyball and basketball, and student council. Clubs vary from year to year depending on attendance and leadership.

What is required of parents of Hawthorn students?

Hawthorn parents are expected to be actively involved in their daughter's education. In addition to regular parent-teacher conferences at the end of each marking period, the school also hosts a curriculum night in August for parents to learn more about what takes place in their daughter's classes. Parents are expected to attend these events and be available for conferences with teachers as needed. Hawthorn also expects that all parents will support the school in giving students extra help and opportunities to succeed in after school programs and tutorials. Finally, parents are encouraged to participate in what will be an active Parents' Advisory Committee.

Does the school offer transportation?

Hawthorn does not provide school buses for our students, except in the case of students who have an IEP that requires transportation be provided.

More Important Information about Hawthorn

- ◆ Hawthorn is modeled on the highly successful Young Women's Leadership School of East Harlem. A school that boasts 100% college acceptance for all of its graduates. TYWLS, East Harlem is part of a network of schools supported by the Young Women's Leadership Foundation. Hawthorn is an affiliate of YWLN and our teachers and students will benefit from Network conferences, curriculum and programs.

Hawthorn Leadership School for Girls

	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019
Position	Salary	Salary	Salary	Salary	Salary	Salary
# Students/Grades	FTE	FTE	FTE	FTE	FTE	FTE
Exec Director	0	0	160	240	320	400
Principal	0	77,917	90,000	92,700	95,481	98,345
Team Leader-MS	0	0	0	0	0	0
Team Leader-HS-MS	0	0	0	0	0	0
Team Leader-HS-E/H	0	0	0	0	0	0
Director, Student Services	0	0	0	0	0	0
Director, Business Ops	0	0	0	0	0	0
Total Senior Admin	0	77,917	122,000	154,760	219,403	224,185
Social Worker-MS	0	0	0	0	0	0
Social Worker-HS	0	0	40,000	45,000	46,350	47,741
Total Social Worker	0	0	40,000	45,000	46,350	47,741
Counselor-MS	0	0	0	0	0	0
Counselor-HS-F/S	0	0	0	0	0	0
Counselor-HS-J/S	0	0	45,000	45,000	46,350	47,741
Total Counselors	0	0	45,000	45,000	46,350	47,741
Librarian	0	0	0	0	0	0
Total Librarian	0	0	0	0	0	0
Teacher-English-HS	0	0	80,000	82,400	169,744	216,424
Teacher-History-HS	0	0	80,000	82,400	84,872	93,359
Teacher-Math-HS	0	0	80,000	82,400	169,744	216,424
Teacher-Science-HS	0	0	80,000	82,400	169,744	216,424
Teacher-Spanish-HS	0	0	10,000	10,000	10,000	10,000
Teacher-Computer-HS	0	0	10,000	10,300	41,200	45,320
Art Teacher	0	0	10,000	10,300	10,609	11,670
Drama Teacher	0	0	0	0	0	0
Music Teacher	0	0	10,000	10,300	10,609	11,670
PE Teacher	0	0	30,000	40,000	41,200	45,320
SPED Teacher	0	0	60,000	62,400	64,272	65,557
Total Teachers	0	0	450,000	502,900	803,194	967,487
Teacher Aide-G6/7	0	0	25,000	25,750	26,523	27,318
Teacher Aide-G8	0	0	0	0	0	0
Reading Specialist	0	0	0	0	26,523	27,318
Math Coordinator	0	0	40,000	41,200	49,440	50,429
Teacher Aide-SpEd	0	0	40,000	41,200	49,440	50,429
Total Teacher Aides	0	0	105,000	130,150	174,585	178,834
Administrative Assistant	0	0	0	0	0	0
Office Clerk-MS	0	0	0	0	0	0
Office Clerk-HS	0	0	24,000	24,720	25,462	26,225
Copy Clerk/Nurse	0	0	0	12,000	20,000	20,000
Total Office	0	0	24,000	36,720	45,462	46,225
Nurse	0	0	0	0	0	0
Maintenance	0	0	0	0	60,000	61,800
Security	0	0	60,000	61,800	63,654	65,564
Grand Total	0	77,917	891,000	1,069,030	1,599,478	1,782,921
FTE (Teachers + Aides)		13.75	18.25	21.75	23.50	26.50
In Class Student Ratio		11.64	15.24	15.75	13.62	15.09

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	TOTAL
3111 Projected Beginning Balances, July 1, 2015	\$122,091	-	-	-	122,091
5999 Projected Revenues	1,067,016	1,057,432	-	-	2,124,448
5999 Projected Revenues and Balances	1,169,107	1,057,432	-	-	2,246,539
9999 Projected Expenditures	(799,200)	(1,056,480)	(151,894)	(80,000)	(2,087,574)
8710 Projected Transfer(s) From (minus)	(231,894)	-	-	-	(231,894)
5510 Projected Transfer(s) To (plus)	-	952	151,894	80,000	231,894
3112 Projected Ending Balances, June 30, 2016	158,013	-	-	-	158,013
3412 Projected Restricted Fund Balances, June 30, 2016	-	-	-	-	-
		Projected Revenues for FY 2015 / 2016			
	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	TOTAL
Local Revenue:					
5113 Transportation Fees from Patrons	-	-	-	-	-
5131 Earnings on Investments	-	-	-	-	-
5140	-	-	-	-	-
5150 Food Service - Pupils	120,528	-	-	-	120,528
5161 Sales to Adults	-	-	-	-	-
5165 Food Service - Non-Program	-	-	-	-	-
5170 Student Activities	-	-	-	-	-
5180 Community Services	-	-	-	-	-
5192 Foundations/Corporations	0	-	-	-	0
5193 Individuals	600,000	-	-	-	600,000
5194 Special Event	-	-	-	-	-
5195 Other Revenue from Local Sources	-	-	-	-	-
5199 SUBTOTAL - LOCAL REVENUE	720,528	-	-	-	720,528
County Revenue:					
5234 Other County Revenue	-	-	-	-	-
5299 SUBTOTAL - COUNTY REVENUE	-	-	-	-	-
State Revenue:					
5311 Basic Formula Per Pupil Payments	201,416	1,057,432	-	-	1,258,848
5312 Transportation	-	-	-	-	-
5333 Food Service-State	-	-	-	-	-
5399 SUBTOTAL - STATE REVENUE	201,416	1,057,432	-	-	1,258,848
Federal Revenue:					
5441 Individuals with Disabilities Act (IDEA)	-	-	-	-	-
5445 Food Service-Federal Lunch	-	-	-	-	-
5446 Food Service-Federal Breakfast	-	-	-	-	-
5451-5465 Consolidated Federal Programs	145,072	-	-	-	145,072
Non-Current Revenue	145,072	-	-	-	145,072
5610 Sale of Bonds	-	-	-	-	-
5650 Sale of Other Property	-	-	-	-	-
5690 Other Non-Current Revenue	-	-	-	-	-
5699 SUBTOTAL - NON-CURRENT REVENUE	-	-	-	-	-
Received from Other LEAs					
5810 Tuition from Other LEAs	-	-	-	-	-
5830 Contracted Educational Services from Other LEAs	-	-	-	-	-
5840 Transportation Amounts Received from Other LEAs	-	-	-	-	-
5898 SUBTOTAL - FROM OTHER LEAs	-	-	-	-	-
5899 GRAND TOTAL REVENUES	1,067,016	1,057,432	-	-	2,124,448
		Projected Revenues for FY 2015 / 2016			
	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	TOTAL
1111 Program					
6111 Certified Teacher Salaries	-	572,000	-	-	572,000
6121 Certified - Part-time Substitute Pay	-	-	-	-	-
6131 Supplemental Pay	-	-	-	-	-
6151 Classified Salaries - Regular	-	105,000	-	-	105,000
6161 Classified Salaries - Part-time	-	-	-	-	-
6211 Teachers' Retirement	-	91,520	-	-	91,520
6221 Non-Teacher Retirement	-	16,800	-	-	16,800
6231 FICA @ 6.2%	-	48,690	-	-	48,690
6232 Medicare @ 1.45%	-	3,093	-	-	3,093
6233 Medicare - Teachers @ 1.45%	-	8,294	-	-	8,294
6241 Employee Insurance	-	70,679	-	-	70,679
6261 Worker's Compensation Insurance	-	2,749	-	-	2,749
6271 Unemployment Compensation	-	2,370	-	-	2,370
		Includes Team Leaders + Teachers (FT) Salaries + Dean of Students + SPED			
		- Holiday & Bonus			
		- Teacher's Aides			
		91,520 Estimated at 16% of Gross			
		16,800 Estimated at 16% of Gross			
		48,690 Estimated at 6.2%			
		3,093 Estimated at 1.45%			
		8,294 Estimated at 1.45%			
		70,679			
		2,749			
		2,370			

6231 FICA	2,480	-	-	-	2,480
6232 Medicare	580	-	-	-	580
6241 Employee Insurance	3,740	-	-	-	3,740
6261 Workers Compensation Insurance	-	-	-	-	-
6271 Unemployment Compensation	-	-	-	-	-
6343 Travel	-	-	-	-	-
SUBTOTAL - ATTENDANCE AND SOCIAL WORK	49,600	-	-	-	49,600

2120 Guidance Services

6111 Certified Guidance Salaries- Counselor	-	-	-	-	-
6121 Certified - Part-time	-	-	-	-	-
6131 Supplemental Pay	-	-	-	-	-
6211 Teachers' Retirement	-	-	-	-	-
6231 FICA	-	-	-	-	-
6233 Medicare - Teachers	-	-	-	-	-
6241 Employee Insurance	-	-	-	-	-
6313 Pupil Services	16,000	-	-	-	16,000
6319 Other Professional / Technical Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6411 Supplies	-	-	-	-	-
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL - GUIDANCE SERVICES	16,000	-	-	-	16,000

2134 Nursing Services

6151 Classified Salaries - Regular	-	-	-	-	-
6131 Supplemental Pay	-	-	-	-	-
6221 Non-teacher Retirement	-	-	-	-	-
6231 FICA	-	-	-	-	-
6232 Medicare	-	-	-	-	-
6241 Employee Insurance	-	-	-	-	-
6313 Pupil Services	-	-	-	-	-
6319 Other Professional / Technical Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6411 Supplies	-	-	-	-	-
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL - NURSING SERVICES	-	-	-	-	-

2143 Psychological Counseling Services

5111 Certified Psychological Salaries	-	-	-	-	-
6121 Certified - Part-time	-	-	-	-	-
6131 Supplemental Pay	-	-	-	-	-
6151 Classified Salaries - Regular	-	-	-	-	-
6211 Teachers' Retirement	-	-	-	-	-
6221 Non-teacher Retirement	-	-	-	-	-
6231 FICA	-	-	-	-	-
6232 Medicare	-	-	-	-	-
6233 Medicare - Teachers	-	-	-	-	-
6241 Employee Insurance	-	-	-	-	-
6313 Pupil Services	-	-	-	-	-
6319 Other Professional / Technical Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6411 Supplies	-	-	-	-	-
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL - PSYCHOLOGICAL COUNSELING	-	-	-	-	-

2210 Improvement of Instruction Staff

5111 Curriculum Supervisor Salary	-	-	-	-	-
6211 Teachers' Retirement	-	-	-	-	-
6231 FICA	-	-	-	-	-
6233 Medicare - Teachers	-	-	-	-	-
6241 Employee Insurance	-	-	-	-	-
6312 Instructional Program Improvement	20,000	-	-	-	20,000
6319 Support Staff Training Services	-	-	-	-	-
6391 Other Purchased Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6411 Supplies	-	-	-	-	-
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL- INSTRUCTION AND CURRICULUM	20,000	-	-	-	20,000

2214 Professional Development

6131 Other Employee Provided Services	-	-	-	-	-
6231 FICA	-	-	-	-	-
6232 Medicare	-	-	-	-	-
6319 Other Professional / Technical Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6411 Supplies	-	-	-	-	-
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL - PROFESSIONAL DEVELOPMENT	-	-	-	-	-

Projected Revenues for FY 2015 / 2016

General (Incidental) Fund		Special Revenue (Teachers) Fund		Debt Service Fund		Capital Projects Fund		TOTAL
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Projected Revenues for FY 2015 / 2016

2220 Educational Media Services

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	TOTAL
6111 Librarian Salary - Full-time	-	-	-	-	-
6151 Library Aides	-	-	-	-	-
6211 Teachers' Retirement	-	-	-	-	-
6221 Non-teacher Retirement	-	-	-	-	-
6231 FICA	-	-	-	-	-
6232 Medicare	-	-	-	-	-
6233 Medicare - Teachers	-	-	-	-	-
6241 Employee Insurance	-	-	-	-	-
6319 Other Professional / Technical Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6411 Supplies	-	-	-	-	-
6441 Library Books	-	-	-	-	-
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL - EDUCATIONAL MEDIA SERVICES	-	-	-	-	-

2311 Service Area (Board)

6261 Workmen's Compensation Insurance	-	-	-	-	-
6271 Unemployment Compensation	-	-	-	-	-
6315 Audit Services	10,000	-	-	-	10,000
6317 Legal Services	2,000	-	-	-	2,000
6319 Other Professional / Technical Services	4,000	-	-	-	4,000
6352 Liability Insurance	3,500	-	-	-	3,500
6353 Fidelity Bond Premium	500	-	-	-	500
6362 Advertising	10,000	-	-	-	10,000
6371 Dues and Memberships	-	-	-	-	-
6411 Supplies	-	-	-	-	-
SUBTOTAL - SERVICE AREA (Board)	30,000	-	-	-	30,000

2321 Executive Administration Services

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	TOTAL
6111 Certified Teacher Salaries Director/Principal	-	90,000	-	-	90,000
6131 Supplemental Pay	-	-	-	-	-
6151 Classified Salaries - Regular	-	14,400	-	-	14,400
6211 Teachers' Retirement	-	-	-	-	-
6221 Non-teacher Retirement	-	-	-	-	-
6231 FICA	-	5,580	-	-	5,580
6232 Medicare	-	-	-	-	-
6233 Medicare - Teachers	-	1,305	-	-	1,305
6241 Employee Insurance	-	8,415	-	-	8,415
6316 Data Processing Services	-	-	-	-	-
6319 Other Professional / Technical Services	-	-	-	-	-
6343 Travel	-	-	-	-	-
6352 Liability Insurance	5,000	-	-	-	5,000
6361 Postage	10,000	-	-	-	10,000
6371 Dues & Memberships	-	-	-	-	-
6391 Other Purchased Services	-	-	-	-	-
6411 Supplies	25,000	-	-	-	25,000
6442 Regular Equipment	-	-	-	-	-
SUBTOTAL - EXECUTIVE ADMINISTRATION	40,000	119,700	-	-	159,700

2400 Support Services - School Administration

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	TOTAL
6111 Certified Salaries	-	-	-	-	-
6131 Supplemental Pay	-	-	-	-	-
6151 Classified Salaries - Regular	24,000	-	-	-	24,000
6211 Teachers' Retirement	-	-	-	-	-
6221 Non-teacher Retirement	3,840	-	-	-	3,840
6231 FICA	1,488	-	-	-	1,488
6232 Medicare	348	-	-	-	348
6233 Medicare - Teachers	-	-	-	-	-
6241 Employee Insurance	2,244	-	-	-	2,244
6316 Data Processing Services	-	-	-	-	-
6319 Other Professional / Technical Services	18,883	-	-	-	18,883
6343 Travel	-	-	-	-	-
6352 Liability Insurance	20,000	-	-	-	20,000
6371 Dues & Memberships	-	-	-	-	-
6411 Supplies	10,000	-	-	-	10,000
6542 Regular Equipment	-	-	-	-	-
SUBTOTAL - SUPPORT SERVICES	89,303	-	-	-	89,303

Office Technology & Software, Equipment & Furniture

18,883 Sponsor Fee at 1.5%

5,000 conferences

10,000 recruitment of students

8,500 Furniture

25,000

119,700

159,700

89,303

159,700

Initial Program Space Allocation
Recommended Space Allocation
Place Holder for Program need TBD

Space Program Area	Student Capacity		Area per Student	Room Area	Middle School			High School			Shared Program			Total	Notes
	Room Quantity	Total Area			Room Quantity	Total Area	Room Quantity	Total Area	Room Quantity	Total Area					
Academic Classrooms															
Academic Classrooms - Core Subjects	25	35	875	0	0	0	0	0	0	0	0	0	20	17,500	Classroom sized based on DESE standards
Academic Classrooms - Science Lab Dry / Wet	25	40	1,000	0	0	0	0	0	0	2	2,000	0	2	2,000	Classroom sized based on DESE standards
Academic Classrooms - Special Education Classrooms	6	30	180	0	0	0	0	0	0	2	360	0	4	720	Classroom sized based on DESE standards
Academic Classrooms - Computer Labs	25	50	1,250	1	1,250	1	1,250	0	0	0	0	0	2	2,500	Classroom sized based on DESE standards
Academic Classrooms - Language Lab	25	30	750	1	750	2	1,500	0	0	0	0	0	3	2,250	Classroom sized based on DESE standards
Specialty Classrooms															
Art Classroom - 2D & 3D	25	85	2,125	0	0	0	0	0	0	1	2,125	0	1	2,125	Classroom sized based on DESE standards
Music / Band Room	50	85	4,250	0	0	0	0	0	0	1	4,250	0	1	4,250	Classroom sized based on DESE standards
Arts Storage	0	0	150	0	0	0	0	0	0	1	150	0	1	150	Allowance for Storage
Misc Storage	0	0	200	0	0	0	0	0	0	1	200	0	1	200	Allowance for Storage
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Physical Education															
Gymnasium Space	0	0	6,000	0	0	0	0	0	0	1	6,000	0	1	6,000	Accommodates a HS basketball court, min. spectator area
Locker / Dressing / Showers / Restroom	0	0	600	0	0	0	0	0	0	1	600	0	1	600	Confirm Capacity
Fitness	0	0	1,200	0	0	0	0	0	0	1	1,200	0	1	1,200	TBD based on desired activity
XXX	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
XXX	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
XXX	0	0	0	0	0	0	0	0	0	1	0	0	1	0	
General Purpose Areas															
Multi-Purpose	50	15	750	0	0	0	0	0	0	1	750	0	1	750	
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
NOT USED	0	0	0	0	0	0	0	0	0	1	0	0	1	0	Theatre Program dependent on Performance spaces
XXX	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sub Total Classroom & Instruction Environments - Middle School															
														9,300	
Sub Total Classroom & Instruction Environments - High School															
														13,610	
Total Classroom & Instruction Environments															
														17,275	

EXHIBIT C.3 (a)

Initial Program Space Allocation
 Recommended Space Allocation
 Place Holder for Program need TBD

Master Program Area	Student Capacity	Area per Student	Room Area	Middle School			High School			Shared Program			Notes
				Room Quantity	Total Area	Room Quantity	Total Area	Room Quantity	Total Area	Room Quantity	Total Area		
Support Spaces													
Academic Support													
Academic Support - Library/Media			3,000	0	0	0	0	0	1	3,000	1	3,000	
Entry Lobby			500	0	0	0	0	0	1	500	1	500	
Academic Support - Student Lounge			0	0	0	0	0	0	3	0	3	0	
Building Services													
Building Services - Main Mechanical			2,000	0	0	0	0	0	1	2,000	1	2,000	
Building Services - Individual Mechanical Rooms			200	0	0	0	0	0	2	400	2	400	
Building Services - Main Telecommunications			400	0	0	0	0	0	1	400	1	400	
Building Services - Individual Telecommunications			30	0	0	0	0	0	2	60	2	60	
Building Services - Main Electrical			500	0	0	0	0	0	1	500	1	500	
Building Services - Individual Electrical Rooms			50	0	0	0	0	0	2	100	2	100	
Building Services - Restrooms Girls			300	0	0	0	0	0	2	600	2	600	
Building Services - Restrooms Boys			50	0	0	0	0	0	2	100	2	100	
Custodial													
Custodial - Office			64	0	0	0	0	0	1	64	1	64	
Custodial - Main Storage / Shop (3 s.f. per student)			300	0	0	0	0	0	1	300	1	300	
Custodial - Janitors Closets			80	0	0	0	0	0	2	160	2	160	
Custodial - Exterior Maintenance			250	0	0	0	0	0	1	250	1	250	
Food Service													
Food Service - Dining	200	15	3,000	0	0	0	0	0	1	3,000	1	3,000	
Food Service - Faculty Dining			500	0	0	0	0	0	1	500	1	500	
Food Service - Dishwashing			300	0	0	0	0	0	1	300	1	300	
Food Service - Dry Storage			350	0	0	0	0	0	1	350	1	350	
Food Service - Kitchen			850	0	0	0	0	0	1	850	1	850	
Food Service - Non Food Storage			250	0	0	0	0	0	1	250	1	250	
Food Service - Refrigeration			250	0	0	0	0	0	1	250	1	250	
Food Service - Servery			400	0	0	0	0	0	1	400	1	400	
Food Service - Office			100	0	0	0	0	0	1	100	1	100	
Food Service - Restroom			50	0	0	0	0	0	2	100	2	100	
Food Service - Receiving / Holding			150	0	0	0	0	0	2	300	2	300	
Sub Total Support Spaces - Middle School													
0													
Sub Total Support Spaces - High School													
24,834													
Sub Total Shared Support Spaces													
24,834													

Initial Program Space Allocation
Recommended Space Allocation
Place Holder for Program need TBD

Space Program Area	Student Capacity	Area per Student	Room Area	Middle School			High School			Shared Program			Total	Notes
				Room Quantity	Total Area	Room Quantity	Total Area	Room Quantity	Total Area	Room Quantity	Total Area			
Assembly Spaces														
Auditorium														
Auditorium Pre-Function			1,000	0	0	0	0	0	0	1	1,000	1	1,000	
Auditorium Seating - Students	500	7	3,500	0	0	0	0	0	0	1	3,500	1	3,500	
Auditorium -Admin & Faculty	40	7	280	0	0	0	0	0	0	1	280	1	280	
Auditorium Traditional Proscenium Thrust Stage			0	0	0	0	0	0	0	1	0	1	0	
Auditorium Dressing			0	0	0	0	0	0	0	1	0	1	0	
Auditorium Storage			0	0	0	0	0	0	0	1	0	1	0	
Sub Total Performance Spaces - Middle School														
0														
Sub Total Performance Spaces - High School														
0														
Sub Total Performance Spaces														
4,780														
Total Assembly Spaces														
4,780														
YEAR ONE SQUARE FOOTAGE														
10,720														
YEAR ONE NET SQUARE FOOTAGE TOTAL														
20,080														
YEAR ONE GROSS SQUARE FOOTAGE														
25,100														

Exhibit C.7(a)

Hawthorn Pre-Opening Plan

Charter Application

Submit to DESE	April 15, 2014
SBE Review	June 17, 2014

Affiliations/Support

Young Women's Leadership Network	Ongoing
Washington University	Ongoing
Missouri Public Charter Schools Asso.	Ongoing
National Coalition of Girls' Schools	Ongoing

Principal Search

Candidate interviews	April 2014
Enter contract	May 2014
Start Date	September 1, 2014
Embed in YWLN	October 2014

Facility

	Ready by June 1, 2015
Identify program/space needs	Done
Determine desired location	Done
Explore available lease/buy options	By May, 2014
Issue Letter of Intent	By June, 2014
Due Diligence	June-September 2014
Agree on terms of lease/purchase	By October, 2014
Enter lease/close on purchase	January, 2015
Renovate space	January - May 2015
Determine parking plan	January - May 2015
Furnish and equip space	May - June 2015
Implement maintenance plan	May-June 2015
Implement safety/security plan	February 2015
Implement ADA compliance plan	By June 2015

Legal

Articles and Bylaws	Done
File Form 1023	Done
Receive 501(c)(3) status	By May 2014
Fiscal Sponsorship through Greater STL Community Foundation	Done
Create Directed or Agency Account with GSLCF	June 2014

Financial

RFP for banking services	May 2014
Open investment account	June 2014
Implement financial management Policies and procedures	Sept – October 2014

Insurance

RFP for insurance policies	June 2014
Obtain necessary insurance	Various deadlines

Fundraising

Create fundraising plan	May 2014
Participate in GiveSTL event	May 6, 2014
Determine need for software	June 2014
Individual and corporate requests	Ongoing
Host fundraiser	June 2014
Apply for CSP grant	August 2014
Apply for foundation grants	Ongoing
Meet fundraising goal of \$3.6 M	June 2015

Marketing

Create website	Done
Attend community functions	Ongoing
Implement media strategy	October – June 2015

Student Recruitment

Attend school fairs	Ongoing
Create and distribute flyers	Spring 2015
Attend neighborhood events	Ongoing
Get word out through community Partners	Ongoing
Hold open houses	February – June 2015
Conduct enrollment as set out in charter	Various times during 2015

Faculty and Staff Planning

Implement HR policies And procedures	January-February 2015
Recruit faculty	Spring 2015
Create PD plan	Spring 2015
Faculty planning period	June 2015

Board Governance

Recruit new board members	Summer 2014
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Complete background checks	Summer 2014
Complete financial disclosure	Summer 2014
Attend Board Governance seminars	Ongoing
Develop Board orientation plan	Summer 2014
Implement policies and procedures Relating to board business practices	Summer 2014

Collaborations/Partnerships

Social service providers	Ongoing
Washington University groups	Ongoing
Women's groups	Ongoing
Civic groups/institutions	Ongoing
Corporations	Ongoing
National organizations	Ongoing
Other charter schools	Ongoing

Curriculum

Research options	Sept 2014 - April 2015
Implement Missouri Learning Standards	Sept 2014 - April 2015
Develop special education curriculum	February - June 2015
Design Daily Advisory Curriculum	February - June 2015
Design Health and Wellness Curriculum	February - June 2015
Select formative/summative assessment plan	February - June 2015
Faculty develop individual curriculum	June 2015
Faculty/Administration develop assessment Plan for incoming students	June 2015

Volunteers

Recruit interested individuals	Ongoing
Partner with existing programs	April - June 2015
Design and implement screening/training	April - June 2015

Enrichment Programs

College/Career Programming	March - April 2015
Athletics program	March - April 2015
After-school clubs	March - April 2015

Operations

RFP for food services to DESE	January 2015
RFP for SIS	October - November 2014
RFP for IT	October - November 2014
Implement data collection and reporting plan	April 2015
Select uniforms	April 2015
Select and acquire teaching materials	May - July 2015

Family Engagement Program

Plan open houses/introduction program
For new families

May 2015

Design parent education programs

April - July 2015

Design family communication plan

April - July 2015

Student Handbook/ Discipline Plan

Create policies and procedures

March - April 2015



OFFICE OF THE MAYOR
CITY OF ST. LOUIS
MISSOURI

FRANCIS G. SLAY
MAYOR

CITY HALL - ROOM 200
1200 MARKET STREET
SAINT LOUIS, MISSOURI 63103-2877
(314) 622-3201
FAX: (314) 622-4061

March 26, 2014

Ms. Mary Danforth Stillman
Hawthorn Leadership School for Girls
37 Glen Eagles Drive
St. Louis, MO 63124

Dear Ms. Stillman:

Thank you for responding to the Request For Proposals for quality public charter schools in the City of St. Louis. The Mayor's Charter School Advisory Board has reviewed your application and recommended your application to me.

I concur with the recommendations of the Advisory Board and am enthusiastically endorsing your application for the Hawthorn Leadership School for Girls charter school to open in the 2015-16 school year. I further understand that your school will target middle and high school girls who are interested in the science, technology, engineering and mathematics (STEM) fields. Historically, these high wage fields have not attracted women or minorities. Your school will increase access for women and minorities in STEM fields by preparing young women for post-secondary completion. I commend and support your targeted population..

I am equally delighted to know that Washington University has agreed to become the sponsor for Hawthorn. This is a premier institution that has a proven track record of quality in all they do. Their continued commitment to our children and our community is most appreciated.

On behalf of the children and families in the City of St. Louis, please accept my warmest thanks for the efforts you have put forth thus far and for your vision for a quality STEM middle and high school for girls in our city.

Sincerely,

A handwritten signature in cursive script that reads "Francis G. Slay".

Francis G. Slay
Mayor

CC: Dr. Rob Wild, Vice Chancellor Washington University
Dr. Kelvin Adams, Superintendent, St. Louis Public Schools





YWLN
Young Women's
Leadership Network.

322 Eighth Avenue, 14th Floor
New York, NY 10001

T 212 207-3221
F 212 207-8814
www.ywln.org

March 20, 2014

Dr. Chris Nicasro
Commissioner of Education
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102

Dear Dr. Nicasro:

On behalf of The Young Women's Leadership Network (YWLN), we are writing to express our enthusiastic support for the granting of a charter for a new affiliate school: Hawthorn Leadership School for Girls.

The Young Women's Leadership Network is committed to creating choice for students in urban public school systems. Since 1996, we have been opening all-girls public schools that offer a college preparatory education to inner city students. Our first school, which made history and headlines, is the highly renowned and successful Young Women's Leadership School of East Harlem in New York City. An important part of our work is to partner with school districts, parents, and community leaders to create excellent single-gender public schools as a meaningful choice in the public school portfolio. We have every confidence that Hawthorn Leadership School for Girls in St. Louis is going to be one of those schools.

The Young Women's Leadership Schools are all-girls public schools that serve low-income girls in grades 6/7-12 most of whom will be the first in their families to go to college. YWLN schools provide rigorous academics and a college-prep focus. They are not gifted programs, but are open to girls of all academic abilities. Our five network schools in New York City serve over 2,000 girls. Additionally, we have affiliate charter schools in Rochester, Chicago, and Baltimore and seven affiliate district schools in Texas. We have inspired dozens of single-sex public schools across the nation. All of our schools serve a diverse student population of economically disadvantaged students.

Our personalized and holistic approach to learning incorporates student, teacher, and principal supports and enhancements. Primary among these is a full time college guidance counselor through our CollegeBound Initiative (CBI); the CBI counselor is charged with ensuring post-secondary options and financial aid for every graduate. Our East Harlem school has had a 100% college acceptance rate with an average financial aid package of \$20,000 per student per year over the last 12 years. Our ever increasing web of partners and programs leverages community resources to create ongoing opportunities for under-resourced students in out of school time programs to extend their learning opportunities.

The Young Women's Leadership Schools are giving low-income urban girls and their families a choice for a first-rate public school education -- and the hope for a better future with a college education.

We are very excited to partner with Mary Stillman and her board to foster an affiliate replication for the city of St. Louis. Mary has a long-standing relationship with our founder and board president, Ann Tisch, who serves on the board of Washington University in St. Louis. Mary has been working closely with our network since the inception of her school concept. Mary and members of her



The Young Women's
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322 Eighth Avenue, 14th Floor
New York, NY 10001

T 212 207-3221
F 212 207-8814
www.ywln.org

team have been to our schools in New York, Chicago, and Baltimore. She also participated in our national affiliate meeting at the 2014 National Conference on Girls' Education of which we co-hosted.

We have defined our support relationship with Hawthorn Leadership School for Girls by executing an MOU which outlines our commitment to support the project through, among other areas:

- Consultative support during the application and start-up phase
- Onsite support from network experts including mentoring for the principal
- Participation in network professional development
- Implementation of YWLN academic and advisory curricula
- Support and guidance in the recruitment and hiring of leadership and staff

As an educational intermediary which has been recognized at the national, state and city-wide levels for closing the achievement gap, we are confident that we will bring to bear the supports and expertise necessary to assure a world class educational opportunity for minority girls in St. Louis.

We support this charter application wholeheartedly and without reservation.

Sincerely,

Anne Adler
Executive Director
Young Women's Leadership Network

Kathleen Ponze
Director of New Initiatives
Young Women's Leadership Network

Cc: Mary Stillman
Hawthorn Leadership School for Girls
PO Box 50059
St. Louis, Missouri 63105

