

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**September 2015**

**CONSIDERATION OF COMPLIANCE OF CHARTER SCHOOL PROPOSAL:
TESSERA HALL ACADEMY**

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 University of Missouri – St. Louis for a term of five (5) years. Tessera Hall Academy (T.H.A.) anticipates opening within the boundaries of the St. Louis Public School District for the 2016-17 school year. T.H.A. 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. This would be the second public single-gender charter school in St. Louis. T.H.A. provides an inclusive, affirming, and academically challenging experience that enables young women in a college-preparatory program to achieve success in college, become civic-minded leaders, and be resilient life-long learners. T.H.A. will open with 200 students in grades six and seven. Additional students will be added during the five-year charter reaching a capacity of 540. 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):

Chris Neale, 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 Tessera Hall Academy to commence operations pursuant to the charter granted by the University of Missouri – St. Louis for five (5) years, effective for the 2016-17 school year.



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

July 31, 2015

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

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

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

Sincerely,

Carole Basile
Dean, College of Education

Glen Cope
Provost and Vice Chancellor for Academic Affairs

Bill Mendelsohn
Executive Director, Charter Schools Office

Gloria Leonard
Director, Business Services

Missouri Charter School Application Cover Sheet Page 1

Tessera Hall Academy
NAME OF PROPOSED CHARTER SCHOOL

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

Jane Keuss
PRIMARY CONTACT PERSON

Co-Founder/Board Member
TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

Tessera Hall Academy, PO Box 5142, St. Louis, MO 63139
MAILING ADDRESS

314-346-0616
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jkeuss@sbcglobal.net
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N/A
EDUCATION SERVICE PROVIDER (IF APPLICABLE)

N/A
PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

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

Fall 2016
INTENDED OPENING SCHOOL YEAR FALL 20__

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT
School Year 1	6,7	200
School Year 2	6-8	280
School Year 3	6-9	371
School Year 4	6-10	461
School Year 5	6-11	542
School Year 6	6-12	614
School Year 7	6-12	614
School Year 8	6-12	614
School Year 9	6-12	614
School Year 10	6-12	614

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS 6 TO 12 WITH A PROJECTED TOTAL ENROLLMENT OF 614.

Missouri Charter School Application Cover Sheet Page 2 of 2

SCHOOL DESCRIPTION (1 pages maximum)

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

Located in South St. Louis City, Tessera Hall Academy (T.H.A.) provides an inclusive, affirming, and academically challenging experience that enables young women in a college-preparatory program to achieve success in college, become civic-minded leaders, and be resilient life-long learners.

T.H.A. is a single-gender public charter school for girls in grades 6 through 12. In a nurturing and challenging environment, T.H.A. students are empowered to develop the self-discipline necessary for success in school and in their community. T.H.A.'s approach to learning draws from current brain research on the adolescent brain, incorporating differentiated instruction that reaches and teaches every student and employing best practices for educating preadolescent and adolescent girls, including collaborative work and project-based learning that link the classroom to the larger world beyond the classroom and the school. T.H.A. will partner with families and the community to instill in each student a commitment to civic-mindedness, service to their community, and sound ethics, supporting young women in their endeavors to achieve excellence inside and outside the classroom.

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.



C-Founder/Board Member

July 13, 2015

Nicole Trueman-Shaw

Tessera Hall Academy- Charter School Application Table of Contents

A.1: Mission, Vision, Goals.....	5
A.2: Curriculum and Instruction.....	11
A.3: Assessment.....	17
A.4: School Calendar and Daily Schedule.....	21
A.5: Target Population.....	22
A.6: Special Student Populations.....	23
A.7: School-Specific Goals and Objectives.....	28
A.8: School Climate and Discipline.....	31
B.1: Governing Body.....	37
B.2: Governing Board Composition.....	37
B.3: Management and Operation.....	41
B.4: Staffing and Human Resources.....	45
B.5: Student Recruitment and Enrollment Process and Timeline.....	46
B.6: Parent, Community, and Educator Involvement.....	48
C.1: Budget.....	51
C.2: Financial Management.....	52
C.3: Facility.....	52
C.4: Transportation.....	53
C.5: Insurance.....	53
C.6: Closing Procedures.....	53

TESSERA HALL

ACADEMY

A CHARTER SCHOOL FOUNDED ON
SERVICE, ETHICS, AND ACADEMICS

Imagine a mission so righteous that it promises to define the career of every employee.
 Teachers so intrinsically driven that they will walk through fire to help children blossom.
 Imagine a culture, balanced by some internal gyroscope, that keeps kids and their teachers whole.

The Lights of El Milagro: How One Charter School's Revolt Could Transform Public Education

Kevin W. Riley, Ed. D.

A.1. Mission, Vision, Goals

MISSION

Tessera Hall Academy (T.H.A.) provides an inclusive, affirming, and academically challenging experience that enables young women in a college-preparatory program to achieve success in college, become civic-minded leaders, and be resilient life-long learners.

VISION

T.H.A. is a single-gender public charter school for girls in grades 6 through 12. In a nurturing and challenging environment, T.H.A. students are empowered to develop the self-discipline necessary for success in school and in their community. T.H.A.'s approach to learning draws from current brain research on the adolescent brain, incorporating differentiated instruction that reaches and teaches every student and employing best practices for educating preadolescent and adolescent girls, including collaborative work and project-based learning that link the classroom to the larger world beyond the classroom and the school. T.H.A. will partner with families and the community to instill in each student a commitment to civic-mindedness, service to their community, and sound ethics, supporting young women in their endeavors to achieve excellence inside and outside the classroom.

Five years after opening, students will be prepared to handle even more rigorous course work, including Advanced Placement and Dual College Credit courses, as they move into their junior and senior years in preparation for graduation. A full-time college counselor will work with our 10th and 11th graders on college readiness, standardized testing, and other components to prepare them for the college application process. These academically prepared young women will actively participate in engaging activities outside of the classroom: the arts, debate club, chess club, athletics, field trips, etc. T.H.A.'s faculty and students will hold themselves to the highest ethical standards, built upon respect for each other and everyone with whom they come into contact. There will be a vibrant esprit de corps, a sisterhood for life that upper class students will pass onto their younger sisters. Parents will be proud to say that their daughter is a part of a special community in which the development of meaningful relationships is emphasized among her teachers, staff, and her T.H.A. sisters. T.H.A. will be housed in its permanent facility. Its recruitment process will include word-of-mouth, open house, social media, etc.

Ten years after opening, T.H.A. will have graduated multiple classes of young women, and some of our oldest alumnae will be entering their senior year of college or will have just graduated from college. T.H.A.'s dedicated teachers who have been here from opening day are reflective, informed practitioners well versed in educating a diverse group of preadolescent and adolescent urban girls. T.H.A. will consistently outperform its peer institutions on standardized tests and other measures (such as attendance, paucity of behavior problems, and graduation rates). T.H.A. high school students will hold internships with many St. Louis businesses and civic organizations. Competitive athletic teams will engender school spirit, music and art programs will enrich our school culture, and partnerships with St. Louis businesses and non-profit organizations will continue to benefit our students and the broader community.

GOALS

T.H.A.'s academic goal is for all of our students to complete their middle school years and transition to high school. T.H.A. will graduate a minimum of 93% of its students in four years from high school and have 100% of its graduates accepted to post-secondary colleges or universities. T.H.A. 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% persistence rate year-to-year.

T.H.A.'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 and/or SAT scores; college admission, financial aid and enrollment rates; and the long-term measure of college completion rates. For benchmark testing, T.H.A. will use ACT Aspire at least three times during the year. 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.

T.H.A. is a school grounded in a culture of success, respect, and accountability. The founders of T.H.A. School believe that the success of students is dependent upon the school's ability to meet the goals of fostering meaningful, sustained relationships among teachers, students, and parents and hold all stakeholders responsible for student outcomes. T.H.A.'s goal is to educate the whole student and meet her individual needs by creating "relevance, relationships and rigor"¹ between a student and her learning experiences.

Our goal to foster and create a culture of academic success, mutual respect, and shared accountability forms the foundation of our school. T.H.A.'s goal is to build this culture from the point of first contact with families, throughout the students' academic experience, and after graduation.

Because T.H.A. will be an academically challenging college-preparatory school, we believe it is important to highlight for all stakeholders the guiding principles, defining characteristics, and core values that are central to the school's academic program and are necessary for it to achieve its stated mission and goals of preparing young women to succeed in college and beyond. It is the hope that T.H.A. graduates will use their education, ethics training, and service learning to become civic-minded leaders of the St. Louis community.

Guiding Principles and Defining Characteristics

The founding committee understands the advantages of a single-gender school for learning, self-esteem, self-confidence and success, especially for young girls residing in south St. Louis city. Having this option will be a tremendous opportunity for the girls who attend and a relief for their families who understand the motto as we do, "educate a woman and you educate the world."

Single-gender: A single-gender school offers students the opportunity to learn in an environment free from gender stereotypes, as well as many of the pressures and distractions of a coeducational school. Research supports the positive effects of single-gender education, particularly for disadvantaged young women: a greater degree of order and control, more positive same-sex student role models, a reduction of gender differences in curriculum and student opportunities, reduction of gender bias in teacher-student interactions, elimination of invidious gender dominance, sexual harassment and predatory behavior, greater leadership

¹ Willard R. Daggett, Ed.D. "Achieving Academic Excellence through Rigor and Relevance." International Center for Leadership in Education: September 2005.

opportunities, greater staff sensitivity to gender differences in learning styles, and parent and students engaged in pro-academic choice.² With regard to academic achievement, “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.”³

At the 1997 AAUW Educational Foundation one-day forum, Cornelius Riordan, Ph.D. summarized the status of research on the relative benefits of single-gender schooling

The academic and developmental consequences of attending one type of school versus another type of school are virtually zero for middle-class and otherwise advantaged students; by contrast, the consequences are significant for students who are or have been historically or traditionally disadvantaged — minorities, low- and working-class youth, and females (so long as the females are not affluent). [. . .] The effects of single-sex schools are greatest among black or Hispanic females from low socioeconomic homes. These students possess three low-status characteristics: female, racial minority, low SES.⁴

Additionally, an October 2012 study states, “high school female seniors who attend all-girls schools show significantly higher mean scores than their peers who attend coeducational schools.”⁵

It is within this single-gender environment, that T.H.A. can and will play a pivotal role in empowering each girl to find the successful woman inside herself.

Character Education: T.H.A students will be empowered as leaders of strong ethical character. T.H.A. will focus on community building by supporting students' ethical, social, and cognitive development. As more and more under-socialized youth enter schools, it often becomes clear that many do not know right from wrong. Rather than punish them, we should teach them how to be responsible citizens of the school and the larger community. If schools teach only the book content and not how to be a force for good, students will not be prepared to go out into the world as responsible citizens. Strong bonds with adults, intentional character education in all courses, extra-curricular experiences, and school life are essential. We need to teach our children how to talk about the often ‘taboo’ subject of race, how to have courageous conversations, how to listen to each other, and how to be good citizens in their communities. Weaving intentional character building activities into the academic curriculum is not adding more to the teacher’s plate; it IS the plate. Service learning, ethical reasoning, and civic responsibility will be part of all aspects of the T.H.A. school community. CharacterPlus® will be engaged to support our instructors, administrators, and students with creating a sustainable Character Education program that function as the heart of the school. Character education has been proven to increase test scores, improve attendance, and decrease disciplinary incidents while building a safe, nurturing school:

²Cornelius Riordan, Ph.D., “The Impact of Single-Sex Public Schools: Fact or Fiction?” Paper presented by invitation at the National Conference on Single-Sex Public Schools, Philadelphia, PA., October 16, 2008: 39.

³*Ibid*, “The Impact of Single-Sex Public Schools: Fact or Fiction?” Paper presented by invitation at the National Conference on Single-Sex Public Schools, Philadelphia, PA., October 16, 2008: 39.

⁴*Ibid*, “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.

⁵ Park, Hyunjoon, Behrman, Jere R. and Choi, Jaesung. “Causal Effects of Single-Sex Schools on College Entrance Exams and College Attendance: Random Assignment in Seoul High Schools” Springer. 17 Oct. 2012. Web. 29 Jan. 2015.

...several studies, including two large-scale experimental investigations, that show integrated character education results in an improved school environment, student pro-social and moral behavior (sic), and reading and math test scores. Schools become more caring communities; student discipline referrals drop significantly, particularly in areas related to bullying behavior (sic); and test scores in moderately achieving schools increase nearly 50%.⁶

Teach the Best Content: All T.H.A. students will learn the arts and sciences in a curriculum that is aligned to college expectations, preparing them to meet the challenges of the twenty-first century. The Center for College Readiness at Rice University points out that “aligning high school standards to college expectations is a critical step toward giving students a solid foundation in the academics needed for success in post-secondary education and ultimately, in the global workforce.”⁷ Aligning T.H.A.’s academic standards to college expectations through the use of the Missouri Learning Standards requires that courses be rigorous with end-of-course exams that measure student acquisition and understanding of course content. Teachers will be provided with multiple Professional Development opportunities to better understand and implement the Missouri Learning Standards.

Knowledge Management: Directed by the Principal in collaboration with the faculty and academic department chairs, T.H.A. will build a system of knowledge management that is defined and owned by every adult in the building. Knowledge management is, in its most simple terms, a system for sharing information across an organization, where a common language and a structure for documenting and organizing knowledge allow for continuous learning, improvement, and accountability. T.H.A. understands the relationship of documentation and accountability in the light of the research by Krechevsky, Rivard, and Burton:

In our view of accountability, documentation blurs the line dividing summative and formative assessment. Learning becomes more visible and new learning happens when teachers share students’ work and words back with them. Making learning visible inside and outside the classroom can provide evidence of student learning and extend that learning or inform next steps. The act of documenting slows students and teachers down in ways that enhance teaching and learning.⁸

The abstract that introduces their article states, “documentation leads to more self-reflective teaching practices, as teachers develop a better understanding of their own teaching practices and the impact on students. Furthermore, documentation provides evidence of student learning not visible through standardized test scores.”⁹ T.H.A. believes that teachers engaged in continuous reflective practice achieve effective, visible, and verifiable results as they scaffold student learning.

College-preparation: When intensive academic and social supports, what T.H.A. calls “scaffolds,”¹⁰ are in

⁶ Marshall, Jon C., Caldwell, Sarah D., Foster, Jeanne. “Moral Education the CHARACTERplus Way®” Journal on Moral Education, Vol. 40, Iss. 1, 2011.

⁷ AP and College Readiness: http://collegeready.rice.edu/AP_and_CR_Main.aspx. 23 April 2013.

⁸ Krechevsky, M., Rivard, M., & Burton, F. R. (2010). “Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom.” *Theory Into Practice*, 49, 64-71.

⁹ *Ibid.* (2010). “Accountability in Three Realms: Making Learning Visible Inside and Outside the Classroom.” *Theory Into Practice*, 49, 64-71.

¹⁰ Doris Alvarez and Hugh Mehan, “Whole-School Detracking: A Strategy for Equity and Excellence.” *Theory Into Practice*, Volume 45(1): 82.

place, teachers, advisors, and counselors play a pivotal role in informing and preparing secondary students for college. Yet, all students require supports and assistance that take place outside the classroom or school. To navigate the pathway to college successfully, students need support networks of adults and peers who help access tutors, material resources, counseling services, summer academic programs, SAT and ACT prep, coaching about college admissions and financial aid, and other timely assistance. When students see college going as integral to their identities, they have the confidence and skills to negotiate college without sacrificing their own identities and connections with their home communities. They recognize that college is a pathway to careers that are valued in their families, peer groups, and local communities. Thus, T.H.A. is grounded in the belief that all students who are provided access to college-preparatory course work with appropriate supports in a personalized environment will result in a greater number of students eligible for admission to and enrollment in four-year higher education institutions. College-preparation will begin in the ninth grade with college visits and ongoing discourse about college in each classroom. College exploration will be integrated into all aspects of the curriculum. A college guidance counselor will be hired to work at the high school. The college counselor will focus on guiding every student and her family through the complex admissions and financial aid processes.

Thus, encouraging students to attend and succeed in college is a central thread that is woven throughout and deeply embedded in T.H.A. The school will take every opportunity to promote and highlight the importance of attending and graduating from college and that it is an attainable goal for every student. Additionally, an extensive dual credit program and AP courses will allow qualifying high school students to get high school and college credit at local colleges and universities.

Persistence to Graduation: The most effective step T.H.A. can take to ensure that students and families choose to remain enrolled through high school graduation is to build and maintain a school that meets the needs of every student by preparing them effectively for college in a nurturing, academically rigorous environment. In order to successfully retain all students regardless of need, T.H.A.'s leaders will work to build a strong and consistent school culture. Based on the experience of similarly successful schools such as Young Women's Leadership Charter School of Chicago and Girls Prep Charter School of New York, KIPP Academy, Young Women's College-Prep Charter School of Rochester, and the Young Women's Leadership School of Harlem, this culture will be one rooted in trust that fosters and encourages intellectual risk-taking. The school will be a culturally sensitive environment focusing on response to the needs of the student population. T.H.A. will also seek to serve the needs of the whole student. The founders of T.H.A. recognize that schools develop robust school cultures through exceptional effort and a determined approach. School leaders will examine schools around St. Louis (traditional public, charter and private) that are most successful in this regard and will structure professional development to share lessons learned with T.H.A. staff.

There will be a structured system for escalating any issues that may lead to a student's withdrawal from the T.H.A. community. Formative and periodic assessment data will highlight any academic needs that may hinder a student's success at T.H.A. If a student's needs cannot be met through instruction or other school-level interventions, T.H.A. will draw upon its community partnerships to address any academic or social/emotional needs. T.H.A. is committed to making every effort to ensure that every student earns a T.H.A. diploma and entrance into college.

Blended Learning: Accessible computer hardware and advanced learning software (ALEKS and Empower3000) will help teachers differentiate and individualize learning. Drawing from the standards of the International Society for Digital Learning¹¹ and the experiences of the successful KIPP schools that have been achieving outstanding academic results with students, T.H.A. students will regularly spend instructional time using technology that will afford teachers the opportunity to provide targeted small group instruction.

¹¹ (<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>)

Power to Lead: The board will select an entrepreneurial school leader preferably with public school experience who has a deep passion for character education and demonstrated teaching and administrative leadership success with diverse students. T.H.A. will provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. The leader of the school needs to have a deep understanding of how to implement the vision and how that vision translates to the realities of running an urban public school. The school leader will then be held accountable by the board for effective results.

Parent Involvement: T.H.A. will provide parents/guardians with frequent communication about student performance via email, telephone, and notes/memos for home directly from teachers, advisors, and school administrators, parent workshops, and many in- and out-of-school opportunities to be involved in their child's education. A parent/guardian-partnership contract will deepen the commitment of parents and guardians to supporting their daughter's development into a successful woman. Through our inclusive character education program, the school will work to break down the fear and intimidation that often accompanies a visit to the school. Consistently demonstrating positive results, understanding, compassion, feedback, and positive experiences between the school and parents/guardians will heighten the likelihood of a strong parent/guardian school partnership.

Small School Engaged in Leadership Development: T.H.A. is committed to knowing every student personally, intellectually, and emotionally; this is possible in a small school environment. Students will learn how to lead and work collaboratively with others. They will actively engage in projects that build their leadership skills, their ability to work as part of a team, and their capacity to positively impact their community. Leadership development will be part of the culture of the school through service learning both in and out of the classroom and will be an intentional component of Advisory. In addition, T.H.A. plans to build long-term relationships for networking and support with Leadership Academy in Character Education through UMSL, CharacterPlus®, Leadership High School for Character Education, Diversity Awareness Partnership, Regional Professional Development Centers, the Missouri Department of Elementary and Secondary Education, and Youth Leadership St. Louis.

Faculty: With compassion and deep understanding of the realities of urban education, T.H.A. teachers will work to build solid relationships with students and families. T.H.A.'s teachers will be experienced educators who believe in collaborative learning and are invested in their own professional development and see themselves as a part of a team and community with a shared vision and mission. They are willing to seek out materials and approaches to reach and teach students who may have unique challenges outside and inside the classroom. T.H.A. will have the highest standards for classroom achievement. Classroom pedagogy will center on cooperative and collaborative practices, inquiry, and differentiation to meet the needs of all learners. Teachers will share a vision for helping every student to achieve personal mastery and academic competency.

T.H.A. School Faculty Believes...

- Teaching for joy and justice begins with the non-negotiable belief that all students are capable of brilliance. Our duty as educators is to attempt to coax the brilliance out of students by building upon their strengths and personal lived experiences. – *Linda Christensen, M.Ed., Dir. Oregon Writing Project, Lewis & Clark College*
- Teaching is a noble profession. Teachers who are well informed and effective in their practice can be successful teachers of other teachers as well as partners in educational research, development, and implementation. Collectively, teacher-leaders are our greatest resource for educational reform. – *National Writing Project*

- Writing is essential to communication, learning, and citizenship. It is the currency of the new workplace and global economy. Writing helps us convey ideas, solve problems, and understand our changing world. Writing is a bridge to the future. – *National Writing Project*
- Service learning integrates meaningful community service with instruction and reflection to teach civic responsibility and strengthen communities. Students become actively contributing citizens and community members through the service they perform. – *National Service-Learning Clearinghouse*
- Resiliency is a characteristic of individuals that allows them to adapt, persevere, and succeed despite adversity. Administrators, teachers and families who work cohesively together to build a safe, nurturing school environment where everyone on site feels loved, respected, contributes positively and is challenged continuously by high expectations will overcome any obstacles in their way.

A.2. Curriculum and Instruction

T.H.A.’s course requirements will be aligned with and meet the requirements of the Missouri State Standards and the University of Missouri’s admission requirements in each content area. T.H.A. welcomes the opportunity to partner with sponsor, University of Missouri – St. Louis, to ensure a quality curriculum is developed and deployed with subsequent test scores reflecting necessary gains. Innovative T.H.A. teachers will work in teams to create curricula that are integrated across subject areas and grade levels and are aligned with Missouri’s academic content standards. The middle school curriculum will lay the foundation for success in the high school program. All qualified T.H.A. high school students will enroll in a minimum of one Advanced Placement (AP), Dual College Credit, or an Advanced College Credit 1818 course before graduating (Section 167.223, RSMo). According to the Missouri Department of Higher Education, “the primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students [. . .] who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum.” T.H.A. wants every student to aspire to be a high-performing learner. See APPENDIX A for Performance Contract.

Professional Development and Leadership: Professional development will be an integral part of T.H.A.’s culture and teaching strategies. The Principal will be an instructional leader with expertise in developing an exemplary staff. During the school year, T.H.A. will devote regularly scheduled days to professional development directly responsive to emerging student data, including: inviting nationally recognized leaders in education to campus, work shopping lesson plans, teaching character building strategies, and sharing effective practices. Teachers will be expected to work for the first two weeks prior to the start of the academic school year preparing their classrooms and curriculum with guidance from the Principal, department chairs, and outside support. T.H.A. will hold an annual off-campus team-building day for faculty and staff to establish the atmosphere and mindset for the school year. Peer observations involving discussions and feedback will be built into the schedule, as well as team teaching opportunities. Professional development and staff training before and throughout the year will focus on strategies related to identification, instruction, and monitoring to meet the needs of T.H.A.’s diverse student population.

Employing the seven Principles of Effective Evaluation, T.H.A will implement an ongoing program of professional development that creates a “collaborative culture enabling professional conversations about educator practice [that] supports and promotes growth.” Based on student performance data, the Principal, collaborating with department chairs, will identify areas of need and coordinate professional development programs that will be built into the school year as faculty professional days, as well as prior to the beginning of each school year. Because professional development and teacher evaluation are closely aligned, teachers will be expected to participate in professional development opportunities around the city and the region, as well as nationally. T.H.A. will encourage faculty and staff to seek outside opportunities for professional

development in areas they believe would advance their own practice and enhance their ability to meet the needs of T.H.A.'s students.

T.H.A. Academic and Curricular Goals and Objectives

Increase student achievement and decrease gaps in achievement

T.H.A. will provide a challenging college-preparatory education to female students who come from diverse backgrounds, abilities, and experiences. The school can and will support Title I female students who make the choice to attend a 6-12 single-gender college-preparatory charter school.

With character education at its core, T.H.A. is based on teaching the whole girl with specific aims in ethical leadership development, community leadership, health and wellness, and early career and college discernment. Advisory is an essential component to the school model, specifically in developing and honing organizational and leadership skills. Teacher schedules will be organized so that every teacher is responsible for taking on leadership roles outside the classroom including: Advisory Teams, Grade Level Teams, Content Teams, Data Teams, club sponsorship, and athletic coaching when appropriate.

T.H.A. will have an academic focus on literacy and writing within every discipline and will create an intentional partnership with the National Writing Project through the Gateway Writing Project at the University of Missouri-St. Louis. Reading and writing standards will be established in all disciplines. Students will spend time each day in a writing section that is shared by humanities, science, math, and language teachers to reinforce writing within these disciplines according to the Missouri Learning Standards.

T.H.A. will support students in meeting and exceeding local, state, and federal standards. Differentiated professional development will be provided at regularly scheduled faculty meetings and through an open door policy between teachers and the school leadership. Teachers are expected to join and participate in professional conferences and organizations in their discipline.

T.H.A. will prepare graduates for transition to college and careers.

The T.H.A. goal for every student is acceptance to a four-year college. College-preparation and college readiness will permeate every aspect of T.H.A. classrooms and culture, from sixth through twelfth grade, including a college guidance counselor for all four years of high school at T.H.A. In 11th grade mentors will be identified to encourage and support the college process through college graduation. Several years after the young women graduate from college, they will be asked to be mentors for the next generation of young women graduating from T.H.A. The mentors will be made up of women from professional women's networks and associations, associates of the school board and founders of T.H.A., and alumnae of other all-girls high schools.

College and career readiness preparation will be the focus for every student, regardless of past performance. Should current performance demonstrate that a student is not making progress toward graduation and college readiness, the appropriate interventions will be implemented immediately to address the student's needs. This will be accomplished through weekly faculty meetings that focus on detailed student-level data, and a flexible approach to planning curriculum and instruction, which is responsive to the formative data available to faculty. The founders of T.H.A. anticipate that the student population entering with Title I status can be qualified as "at-risk" in light of this population's current performance in the St. Louis City Public Schools (SLPS).

T.H.A. high school students will strive to achieve college readiness. In order to graduate and in accordance

with state standards, students will need to demonstrate competency in all core content areas. In addition, every senior will be asked to conduct a portfolio defense upon exit in order to reflect upon and feel a sense of pride in her accomplishments. Students will be taught interdisciplinary writing; be immersed in a curriculum designed through horizontal and vertical planning to ensure preparation for college coursework; experience lessons aimed at instilling a sense of accountability for students' own learning; achieve excellence through an outcome-based grading system; and will participate in an advisory program focusing on time management, organization, note taking, self-advocacy, and other key executive function skills critical for success in high school and college. We acknowledge that the level of achievement in these areas may vary from student to student.

Grade-level Matriculation Requirements

Students at each grade level are expected to meet Missouri Learning Standards in Science, Fine Arts, Practical Arts, and Physical Education and End of Course Exams in English, Mathematics, and History/Social Science. Beginning in grade nine and ending in grade twelve, each student will be required to complete a minimum of 150 hours of service and service learning by graduation. T.H.A. will follow the Missouri Department of Elementary and Secondary Education's specific criteria for service learning credit.

Seniors who are credit deficient will not be permitted to participate in commencement or other senior activities. If a student becomes credit deficient, she will be enrolled in either summer school or selected elective courses to make up the missed credits. Students who do not have the necessary credits during the spring semester of senior year are eligible to attend summer school the summer after the regular school year has ended. Students and families will be counseled as to options when needed.

T.H.A. MIDDLE SCHOOL: GRADES 6-8

		T.H.A. Middle School curriculum will be integrated across core content areas: science using math; writing in science and math to clarify concepts; literature and social studies connecting history, literature, and writing to units of study.					Middle School Explorations (Courses will be a quarter or semester in length and available during an exploratory period.)		Advisory
	English Language Arts	Social Studies	Mathematics	Science	Foreign Language	Physical Education / Health			
6	English/ Language Arts (see Missouri Learning Standards)	Cultural Geography and the World	Integrated Mathematics (see Missouri Learning Standards)	Integrated Science (see Missouri Learning Standards – Science GLEs)	Beginning Spanish	Getting to Know My Body/Fit for Life	Drama, Music, Visual Arts	Computer Applications	Mindfulness: MBSR and Self-discipline
7	English/ Language Arts Missouri Learning Standards	U.S. History (Columbus to Independence)	Integrated Mathematics Missouri Learning Standards	Integrated Science (see Missouri Learning Standards – Science GLEs)	Intermediate Spanish	My Changing Body/Fit for Life/Dance	Drama, Music, Visual Arts	Multi-Media and Digital Production	Developing Positive Relationships
8	English/ Language Arts (see Missouri Learning Standards)	U.S. History (Independence to the Modern Era)	Integrated Mathematics OR ¹ Algebra I	Integrated Science (see Missouri Learning Standards – Science GLEs)	Advanced Spanish	Healthy Body Image/Fit for Life/Sports	Drama, Music, Visual Arts	Portfolio Design	Transition to High School

¹Algebra 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.

²Physical Education/Health & Wellness are integrated throughout the school year.

Minimum Credit Requirements by Subject or Content Area: (See also APPENDIX B)
T.H.A. HIGH SCHOOL: GRADES 9-12

Course Offering Table ¹								
	English Language Arts	Social Studies	Mathematics	Science	Foreign Language	Practical Arts	Health	Fine Arts
9	Freshman Literature and Composition (1.0 credit)	World History and Geography (1.0 credit) Community Service (.25 credit)	Algebra I or Geometry (1.0 credit)	Biology (1.0 credit)	Spanish I, II or III (1.0 credit)	Electives, such as: <ul style="list-style-type: none"> ▪ Computer Applications ▪ Video Production 	Body-Brain Connection/ Fit for Life/Sports (1.0 PE)	Electives, such as: <ul style="list-style-type: none"> • Vocal Music • Drama • Instrumental Music • Studio Art • Photography
10	Sophomore Literature and Composition (1.0 credit)	U.S. History (1.0 credit) Community Service (.25 credit)	Geometry or Algebra II (1.0 credit)	Chemistry (1.0 credit)	Spanish II, III or IV (1.0 credit)	▪ Webpage Development (.5-1.0 credits depending on course choice)	Healthy Relationships ² (.5 health) Fit for Life/Sports (.5 PE)	(1.0 credit)
11	American Literature and Expository Composition (1.0 credit)	Ethics & Civil Engagement (1 credit) Community Service (.25 credit)	Algebra II or Pre-Calculus (1.0 credit)	Physics or Environmental Science (1.0 credit)	Spanish III, IV or V (1.0 credit)	Personal Finance (.5 credit)	Maintaining Our Health: Fit for Life/Sports (.5 PE)	(see above)
12	Required English Elective (1.0), such as: <ul style="list-style-type: none"> ▪ Contemporary Literature ▪ AP English ▪ Dual College Credit Course 	U.S. Government or AP US Government or Dual College Credit Course (1.0 Credit) Community Service (.25 Credit)	Pre-Calculus or Math Electives (1.0) such as: <ul style="list-style-type: none"> ▪ Calculus ▪ AP Calculus 	Science Elective (1.0) such as: <ul style="list-style-type: none"> ▪ AP Physics ▪ AP Chemistry ▪ AP Biology 	Elective: AP Spanish or Dual College Credit Spanish (1.0 credit)	Electives, such as: <ul style="list-style-type: none"> ▪ Comp Apps ▪ Video Prod ▪ Web Dev (.5-1.0 credits depending on course choice)	How to Stay Healthy at College: Fit for Life/Sports (1.0 PE)	(see above)

	4 credits T.H.A. and Missouri require 4 English credits	5 credits T.H.A. requires 5 social studies credits, including 1 in Government and 1 in Community Service. Missouri requires 3 social studies credits and an additional .5 in Government.	4 credits T.H.A. requires 4 math credits, Missouri requires 3 math credits. Algebra I is a high school credit.	4 credits T.H.A. requires 4 science credits, Missouri requires 3 science credits.	3 credits T.H.A. requires 3 credits, Missouri requires 0 language credits.	1.5 credit T.H.A. and Missouri require 1 practical arts credit and .5 personal finance credit.	3.5 credits Physical Education T.H.A. requires 3 PE credits, Missouri requires 1 PE credit. 5 Health credit T.H.A. and Missouri require .5 health credit.	1 credit T.H.A. and Missouri require 1 fine arts credit
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¹Missouri requires 24 credits for graduation; T.H.A. requires a minimum of 25 credits with additional electives highly recommended beyond the original 25 graduation credits.

²“Healthy Relationships” will include Missouri required health content and will count as .5 health credit required for Missouri high school graduation.

CURRICULUM AND INSTRUCTIONAL DESIGN

Because learning outcomes are inextricably linked to pedagogical practice and the methods of delivering content, T.H.A.'s 6-12 curriculum and instruction model is based on a constructivist theoretical framework that emphasizes the social formation of mind - the importance of social interaction in the development of individual mental processes. It emphasizes the importance of social practices, in particular the careful orchestration of talk and tasks, in academic learning: "The first principle is that learning and development are not simply a process of knowledge and skill mastery. Rather the primary engine is becoming a *literate person* through deep participation in communities of practice."¹² Tasks, in this context, will range from hands-on, scientific and mathematical explorations to experiential learning that extends out to the local community, the work force, and the greater global community.

Shared reading and word study components of the Balanced Literacy model will be utilized in all subject areas so that teachers' responsibility over the reading process is released and then embraced by the students. Colloquially, this gradual release of responsibility is referred to as "to/with/by" because in the first segment of the process the teacher introduces a concept or skill *to* the students. During the next segment students practice the concept *with* the teacher's help, and finally they practice the concept *by* doing it independently with the teacher's supervision. As students progress toward greater independence in their work, the teacher's role diminishes concurrently (Mooney 1990; Fountas & Pinnell, 1995).¹³

All courses will include time for identification of potential ethical issues that arise from the content when appropriate for the purpose of discussion, debate, and problem solving. Subject content becomes more accessible, relevant, and of personal interest when students feel they can be heard, consider the ideas of others, and re-evaluate their own understanding or position moving forward.

By employing a wide variety of instructional techniques, teachers are best suited to meet the individual needs of students. Varying instruction between whole group, small group, and individual instruction formats will provide students the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency.

While T.H.A.'s college-prep curriculum is designed to meet the University of Missouri's admission requirements, we have added features to the curriculum that set T.H.A. apart from other college-prep schools (e.g., Advisory, Intentional Character Education Programming, and Writing Intensive Periods). While T.H.A. students will gain exposure to features of college-level learning (i.e., lectures, high demand note-taking, critical thinking, project based learning, and research papers), we recognize that in order to meet the wide range of learning needs of our students, our college-prep curriculum will require continuous support for all learners to access college level content. This starts by laying the required foundational skills for success in the middle school years.

T.H.A. teachers will understand the various learning modalities represented in their students and apply appropriate teaching methods to meet their needs. Implemented effectively, content in grade-level course

¹² William E. Blanton, Gary B. Moorman, Sara J. Zimmerman. "Ways of Knowing, Ways of Doing, Ways of Transporting: Mastering Social Practices in the Fifth Dimension." Laboratory of Learning and Technology: College of Education, Appalachian State University. <http://www.education.miami.edu/blantonw/5dclhse/publications/tech/WaysofKnowing.html>: 2 May 2013.

¹³ Melissa J. Rickey, Ed.D. "Guided Reading in the Balanced Reading Program." New Horizons for Learning: Johns Hopkins University School of Education. <http://education.jhu.edu/PD/newhorizons/strategies/topics/literacy/articles/guidedreadinginthebalancedreadingprogram/>: 6 May 2013.

work will remain consistent from class to class, but supports that allow the students access to the content may vary from room to room depending on the learning needs of the students in each classroom. T.H.A. teachers will plan lessons that engage all types of learners and will differentiate for a variety of learning levels and styles (RSMo160.045. 1).

Advised by a curriculum expert such as Steve Langhorst, a curriculum committee consisting of Principal, Sponsor, academic department chairs, and content teachers will oversee the development of the school's curriculum and ensure that all 6-12 courses employ a variety of pedagogical strategies and be based upon proven instructional models unique to their content areas. (See **APPENDIX C** for model lesson plans.)

English/Language Arts Instruction Model

The Language Arts curriculum is organized into units of study and is based on the National Council of Teachers of English standards¹⁴ and Missouri Learning Standards¹⁵. The units are designed to expose students to a wide variety of texts from diverse sources and teach a range of strategies for approaching literature. Students will be expected to speak, read, and write fluently and with purpose in various genres.

The English Language Arts program will employ Empower3000 software (or similar software) in a blended learning classroom experience. Empower3000 software closely aligns with key objectives of the Missouri Learning Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career.

World Language Instruction Model

The Foreign Language standards are taken from the American Council on the Teaching of Foreign Language.¹⁶ Foreign language is best learned through immersion and theme-based instruction. Real and relevant experiences are primary components of effective language instruction. The 5 “C’s” for instruction of Communication, Cultures, Connections, Comparisons, and Communities will be implemented. Although sixth through eighth grades will receive formal Spanish language instruction, T.H.A. high school students will be expected to take a minimum of three years of Spanish in grades 9-12.

Mathematics Instruction Model

The Mathematics standards are taken from the Missouri Learning Standards¹⁷, and the National Council of Teachers of Mathematics. Mathematics courses will be designed for students to meet the Missouri Learning Standards¹⁸. Teachers will design reality-based problems, rich in relevance and rigor, and employ strategies that promote both inductive reasoning and computation skills. It is our belief that with the appropriate supports in 6th, 7th, and 8th grade mathematics, most students can successfully take Geometry in 9th grade, and that preparation for college includes opportunities all four years of Honors, AP, Dual College Credit, and ACC/1818 mathematics courses. The supports needed to move students at this pace will vary, and instructional design will be responsive based on student need.

Blended learning in Mathematics will draw upon ALEKS (Assessment and Learning in Knowledge Spaces), a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice

¹⁴ (<http://www.ncte.org/about/over/standards/110846.htm>)

¹⁵ (<http://www.corestandards.org/ELA-Literacy>)

¹⁶ (<http://www.actfl.org/publications/all/national-standards-foreign-language-education>)

¹⁷ (<http://www.corestandards.org/Math>)

¹⁸ (<http://www.nctm.org/standards/content.aspx?id=16909>)

questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any web-based computer for a fraction of the cost of a human tutor.

Science Instruction Model

The Science standards are taken from the Missouri Learning Standards¹⁹ (Grade and Course Level Expectations) in Science & Technical Subjects²⁰, and *National Science Education Standards* (National Science Teachers' Association, 1996 and 2013). Students of Science will engage in hands-on, inquiry-based lessons on a regular basis throughout all grades. Using Missouri Learning Standards and NCTA Standards, teachers will plan backward lesson designs, relevant science experiences that promote curiosity, analysis, reasoning, interpretation, and application. Under the inquiry model, a central question will drive scientific explorations that elicit critical thinking as well as oral and written communication of ideas. Eligible 9-12 students will have three semesters of advanced coursework in Biology and Chemistry to prepare them for enrollment in AP, Dual College Credit, and ACC/1818 courses.

History/Social Science Instruction Model

The Social Science standards are taken from the Missouri Learning Standards²¹ (Grade and Course Level Expectations) and the National Council for Social Sciences²². T.H.A. requires five credits and makes available four years of history/social studies high school classes exceeding University of Missouri and state requirements. T.H.A. places a high value on citizenship and democratic ideals in both school and society. To truly function as a global citizen in the 21st century, students need a strong background in history, social science, and government. T.H.A. History and Social Science classes are taught 6-12 in a hands-on, project-based manner, incorporating primary source documents, role-playing, technology, debate, historical simulations, and era-specific literature.

Service-learning Learning Model

Service-learning is defined as curriculum-based community service that integrates classroom instruction with community service activities. T.H.A. will follow the Missouri Department of Elementary and Secondary Education's specific criteria for service learning credit as described in the Missouri Service-Learning Standards. The service will: 1.) Be organized in relation to an academic course or curriculum; 2.) Have clearly stated learning objectives; 3.) Address real community needs in a sustained manner over a period of time; and 4.) Assist students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as classroom discussions, presentations, or directed writing.

Curriculum Approach

Every aspect of school culture and curriculum will be designed to meet the needs of T.H.A. students and to prepare them for college acceptance and matriculation.

T.H.A. will place significant focus on literacy and the humanities. Reading and writing will be implemented across the curriculum, placing writing at the center of the curriculum, modeled on the University of Missouri's Writing Intensive Courses. All students will participate in formal writing every day, which will be shared by all content-area teachers (e.g., one day the focus will be on writing in mathematics, and another day the focus will be on writing in History). Teachers will use the Friday faculty meeting to co-plan and ensure consistency and meaningful progression over the course of the week's writing lessons.

¹⁹ (<http://dese.mo.gov/divimprove/curriculum/GLE/documents/cur-sc-bio-cle-1108.pdf>)

²⁰ (<http://www.corestandards.org/ELA-Literacy/RST/9-10>; <http://www.corestandards.org/ELA-Literacy/RST/11-12>)

²¹ (<http://dese.mo.gov/divimprove/curriculum/GLE/SSGLE10.20.04.pdf>)

²² (<http://www.socialstudies.org/standards/strands>)

Teachers will work in grade and subject teams to co-plan thematic units and disciplinary links between classes. Teachers will employ cooperative inquiry-based learning techniques to create their lessons and will have the opportunity to workshop those lessons at the Friday faculty meetings and T.H.A. curriculum mapping and lesson planning sessions. Along with the academic curriculum, each member of the faculty, including the Principal, will lead an Advisory group. The advisory group will meet daily to focus on academic and social/emotional needs, and areas such as time management, executive functioning, and interpersonal skills. Advisory will be a critical opportunity to address special needs within the student population.

The curriculum and teaching model at T.H.A. will focus on the following areas to meet every student's needs:

1. To facilitate blended learning, each classroom will be equipped with 15 computers. Throughout the week the teacher will rotate students among the computers, small-group instruction, and individualized instruction. During teacher-led instruction, the group size is under 14 students per group for reading, math, writing, and science.
2. All teachers will create Moodle sections of their courses. Moodle, an online course management system, helps teachers create effective online learning communities by promoting dialogue and providing class-relevant information such as assignments, tests and other resources, including external collaborative tools such as forums, wikis, chats and blogs.
3. Common planning time: All core-subject-area and grade-level teachers will have common planning time. Common planning will allow for teachers to work together scaffolding skills between classes and grade levels in the school. The resulting seamlessness and consistency for students will be of particular benefit to those who have learning disabilities, students working toward English language proficiency, and students who are working toward grade-level proficiency.
4. Small class sizes: Wherever possible, T.H.A. will have small class sizes (20-25 students per class) and even smaller Advisory sections (approximately 15 students per Advisory).
5. Access to fine arts, music, dance, and elective programs: T.H.A. will offer arts and music opportunities as well as a multitude of elective programs. Students will have the opportunity to pursue personal interests and talents and be exposed to specialist teachers and programs from the St. Louis community. In particular, students with disabilities, English language learners, and over-age for grade or below proficiency students will enjoy access to these programs. They will not be denied access simply because they are receiving additional services to meet their needs.
6. Daily Advisory Program: Advisory will be a cornerstone of student success at T.H.A. The Advisory Program will consist of a daily contact time in which students will meet with their homeroom teacher, who will provide ongoing monitoring of their academic and social development.
7. Academic Accountability Every Day: At the end of each school day, students will have the opportunity to remain with teachers to ask clarifying questions, develop new understandings and knowledge, and to work on their homework. Extended day opportunities will be structured as well as unstructured to provide these opportunities. Additionally, students will be invited to school on identified Saturdays to work on projects and access tutoring and interventions to address their needs.
8. Opportunities for T.H.A. students will not stop in the summer. In addition to a summer evaluation program, T.H.A. will offer high school students non-mandatory summer college experience programs, community service opportunities, and job-shadowing opportunities.

A.3. Assessment

Tessera Hall Academy Student-Assessment Matrix					
Standardized and Formal Assessments					
Assessment Methods	Grades	Description	Rationale	Administration	Use of Results/Action Plan
MAP and EOC Assessments	6-12	State-approved, norm-referenced tests that are delivered annually.	Assessments provide learning-outcome targets for academic expectations and determine to what degree students are meeting Missouri Learning Standards in content subject areas at each grade level as well college entry requirements.	MAP and EOC exams occur annually each spring.	Teachers and administrators will review end-of-year results so that students, parents and classroom teachers are informed as to what students should be learning each year in order for students to be on track for college and career readiness.
ACT, PSAT, SAT	11-12	National college entrance exams.		The PSAT is administered in November.	
AP Exams	11-12	College-level learning assessments.		ACT, SAT, and AP exams are available on national testing days.	
ACT Aspire Interim Assessments	6-10	Web-delivered content-based assessments in English, math, reading, and science, are aligned with curriculum and college readiness standards.	Interim assessments provide specific, actionable information about student learning and progress in mastery of course and subject content.	Web-based assessments will be taken by students three times per year: fall, winter, and spring.	Interim and end-of-year results will be reviewed to keep students, parents, and classroom teachers informed as to what children should be learning each year in order for them to be on track for college and career readiness.
ACT Aspire Summative Assessments	6-10	Web-delivered content-based assessments in English, math, reading, science, and writing are aligned with curriculum and college readiness standards.	ACT summative assessments provide teachers and administrators with actionable insights that reflect a broader and more relevant picture of our students and their learning.	All students will be assessed annually.	Classroom teachers will use benchmark data to identify each student's learning needs, differentiate instruction, and inform classroom practice and pedagogy.
Curriculum-based Assessments	6-12	Curriculum-based assessment (CBA) means simply measurement that uses "direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions" (Stanley L. Deno, 1987).	"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." <i>The University of Oregon (Huba & Freed, 2000)</i>	Teacher designed assessments include multiple choice, open ended/short answer questions, short essays, action-research papers, and multi-media presentations.	Data collected on an ongoing basis will help classroom teachers, administrators, parents, and students keep track of progress in each of the related learning areas and assist teachers in making any adjustments to improve student performance and mastery of subject content.

Formative, Portfolio, and Project-based Assessments					
Formative Assessments	6-12	Formative assessments <i>monitor student learning</i> to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.	Formative assessments help students identify their strengths and weaknesses and target areas that need work and help teachers recognize where students are struggling and address problems immediately.	Daily teacher observations of students applying and demonstrating their understanding of the course content provide opportunities for immediate actionable feedback.	Data from assessments will be used to improve children's learning, increase classroom teachers' awareness of learning processes, and help parents understand their children's learning processes.
Portfolio Assessments	6-12	Collection of student work will be used to measure progress and application of knowledge in content subject areas.	Assessment activities resemble life and classroom activities, allowing it to be a continuous and on-going process.	Student work is regularly added to individual student portfolios accompanied by summary sheet/organizing framework for teacher notes. Students will present a compilation of their work at the end of the school year along with a personal reflection.	Classroom teachers, students, and parents use the collected samples of student work to monitor growth and identify areas that need to be strengthened.
Project-based Assessments	6-12	Course-specific and cross-disciplinary project-based presentations build such 21st century skills as collaboration, communication, critical thinking, and the use of technology, which will serve students well in the workplace and life.	PBL enables students to demonstrate and apply their learning in an experiential manner for a more comprehensive assessment of their progress in meeting college and career readiness standards.	Student presentations demonstrate and defend knowledge/skills gained. Presentations will be assessed by classroom teachers and by fellow classmates using teacher- and student-designed rubrics.	Classroom teachers and students will witness growth and mastery of learning objectives. Feedback from rubrics will be helpful for students as they work to improve their ability to demonstrate and communicate their mastery of the subject content and underlying principles.

T.H.A. faculty and leadership will identify students' strengths and needs through a thorough evaluation during enrollment, but after acceptance to the school. This will include analysis of students' cumulative records, structured interviews with parents and guardians, a Home Language Questionnaire, as well as interviews with former teachers and other educators when possible. The data from transcripts and interviews will be utilized along with the results of the evaluation administered in the weeks prior to the beginning of the school year or within the first days of school. The evaluation will also include a mathematics placement test, a reading comprehension test, and writing samples to provide further information to faculty and leadership regarding identification of student strengths and needs so each young woman has the opportunity to meet or exceed her learning potential. This information will be used to inform services, interventions, and other instructional resources for students. We are charged to teach all the girls who walk our halls no matter their level of previous achievement. In order to plan for their success while at T.H.A, we must have a clear understanding of their current skills before their T.H.A. journey begins.

While enrolled, students can expect a complete assessment system, including classroom and grade-level formative and periodic assessments that will help teachers evaluate their teaching effectiveness, identify gaps in student learning, and develop plans to address these gaps. Benchmark testing will be used as well. Teachers will use the Friday faculty meeting to review assessment data and plan together to meet student needs. The review of this data will allow the faculty to determine the effectiveness of interventions and services in place for students with disabilities, English language learners, and over-age for grade or below proficiency students. Teachers will adjust interventions and services in response to the successes and shortcomings demonstrated in the data. At-risk students, in particular, will benefit from this system

because academic problems compound rapidly for such students. Skills left un-mastered hamper a student's ability to grasp subsequent material and lead to a downward spiral that, if not quickly identified, can be almost irreparable for many students. T.H.A.'s formative assessments will ensure that students who do not grasp material are promptly identified before problems can compound. Parents and guardians will have accurate and timely information about their child's progress. Interventions for struggling students will include but are not limited to remedial class placement, peer tutoring services, study groups before, during, and after school and selected Saturdays, directed study periods led by T.H.A. instructors and T.H.A. Special Education teachers when needed, specific and personalized tips for parents and guardians to support students at home, and differentiated instruction in the classroom.

T.H.A. will administer Missouri State Standards Assessments and End of Course (EOC) exams, providing the appropriate accommodations for students with disabilities and English language learners. For students with learning disabilities, the appropriate time modifications and proctors will be available. If a student's Individualized Education Plan (IEP) determines that a student cannot participate in regular state assessments, Missouri state-approved Alternative Assessment will be administered.

T.H.A. will measure the extent to which all students have attained the skills, knowledge, and attitudes that reflect the educational program goals of the school. Student attainment is evaluated by compiling comprehensive portfolios for each student which include standardized test results (e.g., Missouri State Standards Assessments, Missouri's End-of-Course Assessments for Algebra I, Biology, English II, Government, American History and English I; PSAT; ACT Aspire® Tests; Advanced Placement Testing; SAT; and ACT), written projects, samples of classroom work, high school transcripts, teacher recommendations, and information on other pertinent school activities including leadership positions, and participation in outside-the-classroom learning opportunities.

T.H.A. will communicate learning standards and course goals to parents/guardians and students. Students will be assessed on a regular basis and teachers will use this formative data weekly to inform instruction. Formative and summative assessments will include teacher-driven, as well as grade-wide assessments aligned to the *Framework for Success in Postsecondary Writing* and the Missouri Learning Standards (RSMo160.045; RSMo160.518). This will allow teachers to assess the effectiveness of their classroom instruction and to support the analysis of grade-level data to identify and address trends across classrooms. Teachers will provide students and parents with frequent feedback on their progress and strategies for improvement. T.H.A. will give students multiple and varied opportunities to demonstrate their evolving understanding, knowledge, and skills related to the standards over the course of the year. Assessments will be developed to show acquisition of skills by grade level, and they will support the ongoing curriculum mapping and identification of professional development needs of the teachers.

Most critical to student achievement will be the formation of our Data Inquiry Team. As a new school, this team will consist of the Principal and all teachers/counselors. The Data Inquiry Team will collect, analyze, and disseminate the results of assessment data to the school community in the weekly faculty meetings and this data will be the basis for the action research projects of the teachers. As the school grows, T.H.A. envisions the work of the Data Inquiry Team to become the common practice for all grade levels and departments.

T.H.A. will increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness.

T.H.A. will ensure that planning, instruction, and assessment are monitored and adjusted consistently, and that every student is on track toward graduation and college readiness. To accomplish this, the school team will focus on creating and maintaining consistent structures and systems, as well as fostering a culture within the faculty that empowers every educator in the building to take ownership of student

learning. Adults will hold each other accountable and provide the feedback and support necessary to keep every student on track.

As instructional leader of the school, the Principal will be in classrooms daily. The Principal will prioritize first-rate classroom instruction as the most important part of his or her job. In addition to the immediate feedback provided to teachers after classroom visits, the Principal will use the week's observational data to inform the agenda of the weekly faculty meeting on Friday afternoons after early student dismissal. Using Charlotte Danielson's *Best Practices in Teaching* as the basis for supporting effective teaching and learning, this meeting will provide a structure for sharing and assessing the effectiveness of the week's instructional practice. It will also provide a forum for co-planning amongst the faculty. This will facilitate interdisciplinary units, horizontal planning across grade levels to ensure a common language and consistency across classrooms, as well as the vertical planning that will be critical to students' success at the commencement level.

While the Principal will use his or her observations from the week to inform the discussion, the faculty will take ownership of this weekly meeting as well. Teachers will present lessons, sharing successes and challenges, focusing on differentiation addressing needs of English language learners, students with disabilities, and other diverse needs within the student population. They will also review data from formative, periodic, and summative assessments to ensure that every student meets the identified standards. Finally, the faculty will focus on planning for the upcoming week, using long-term curriculum maps as the guide, and adjusting these accordingly as they review and discuss the data. This includes grade-level and classroom planning as well as interventions for specific students in need.

The Principal of T.H.A. will lead a culture of shared decision-making, which fosters a sense of collective accountability and support. The data reviewed in the weekly meeting will highlight needs within the teaching population as well as the student population. As instructional leader, the Principal will facilitate the identification of needs within the faculty. However, the strategies utilized to address faculty needs (e.g., workshops, observations, one-on-one meetings) will be executed by all of the professionals in the building. As needs arise, other professionals will be identified to lend support depending on experience, talent, and specific successes that they have achieved. As the school grows, teachers will also have the opportunity to lead and support colleagues through positions as content and grade department heads. As students are taught the skills to become effective leaders themselves, these traits and behaviors will be modeled for them throughout the adult community.

Planning

Planning for T.H.A. students will focus on each student's learning plan. For students with disabilities, this is the IEP; however, learning plans will 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. The plan will include cognitive and developmental dimensions as well as affective dimensions; it will identify student passions and interests so these may be drawn upon when designing instruction. 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 to 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 held on Friday afternoons. 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. One of the most important aspects of this learning plan is to teach and empower each student to know herself as a learner

in order to have the richest education experience possible. The plan will also be used as a tool to involve and inform parents and guardians of students' progress. When planning at T.H.A., all students will be held to the school's high expectations, regardless of their specific needs.

A.4. School Calendar and Daily Schedule

School Calendar

T.H.A.'s school year will be 180 days, divided into two semesters; semesters subdivided into two quarters. Each semester will be approximately 90 days. In compliance with RSMo 160.041, T.H.A. will have more than 1,044 hours of regular instruction for all students in grades 6-12. T.H.A. students will have approximately 35 hours of regular instruction each week during the regular school year. The expanded number of hours spent in classroom instruction is a defining characteristic of T.H.A., permitting teachers to cover course content more thoroughly and to assist students in deepening their understanding of and ability to utilize the specific concepts.

Within each term, the school calendar will include four types of days: instructional days, review days, end-of-term exam days, and holidays and breaks. The school will be closed on several holidays during the academic year, and will dismiss students for an extended summer vacation in early June. In addition, the calendar will include a winter break in the first semester and a spring break in the second semester. Instructional days will comprise most of each term, with teachers helping students master the knowledge and skills aligned with the school's high standards in each subject. The school will devote the week before the end-of-term exams to review. During review days, teachers will not introduce any new material; instead, students will engage in an intensive and comprehensive review of the material covered in classes throughout the term. Finally, the last weeks of the first semester will be devoted to comprehensive exams that cover the work of that semester. At the end of the second semester, end-of-year exams will cover material taught over the full academic year. (See **APPENDIX D** for Daily Schedule & Proposed First Year Calendar.)

In preparation for the fall of 2016, teachers will be required to report in early August. 6th & 7th grade students will start class in the middle of August.

The proposed daily schedule for a typical Middle School or High School student at T.H.A:

Daily Class Schedule

Morning (AM)	
7:30-8:30	First Period (first 10 min. for morning announcements)
8:35-9:25	Second Period
9:30-10:20	Third Period
10:25-11:15	Fourth Period
11:20-11:50	Lunch
Afternoon (PM)	
11:55-12:15	Advisory Period
12:20-1:10	Fifth Period
1:15-2:05	Sixth Period
2:10-3:00	Seventh Period
3:00-4:00	Clubs, Extracurricular, Study Help Sessions (Not part of school day for attendance purposes)

A.5. Target Population

T.H.A. anticipates enrollment will reflect the cultural, ethnic, and socio-economic diversity of the city in the following zip codes: 63104, 63109, 63110, 63111, 63116, 63118, and 63139 with an average total median family income of \$30,227, well below the US median household income of \$64,504. A number of families in St. Louis seek alternatives to the St. Louis Public School System. The 2010 Census indicates a population of 4,329 females, between the ages of 10 and 14, residing in the targeted zip codes as potential students. Sustainable enrollment being imperative, the 2010 Census further indicates 4,557 females between the ages of 5 and 9 living within the targeted zip codes. Many families in south St. Louis city simply cannot afford the tuition of private single-gender middle and secondary schools, demonstrating the need for financially accessible, high-quality options for middle and high school girls in St. Louis City.

Although St. Louis Public Schools have received provisional accreditation and have made strides in improving student academic performance, more than 70% of the girls at Roosevelt High School, for instance, scored below basic proficiency in mathematics. According to DESE's Missouri Comprehensive Data System, the trajectory of the dropout rate for Roosevelt is again on an upward track with nearly 38% of students failing to graduate. Academic performance of our target population of urban female students is but one element that the mission of Tessera Hall Academy seeks to address. In Myra and David Sadker's *Failing at Fairness: How Our Schools Cheat Girls* (2010), the authors point out that in coeducational high school environments, girls suffer daily from "sexually denigrating comments, pinching, touching, propositioning." The proposed mission, curriculum, teaching methods and services of Tessera Hall Academy are designed to meet the particular needs of the adolescent urban girls of St. Louis by providing an inclusive and academically challenging experience in a safe, affirming, and empowering environment that enables these young women to achieve success in college, become civic-minded leaders, and be resilient life-long learners.

T.H.A. will conduct a fair and equal open enrollment policy admitting female students from throughout the City of St. Louis beginning with an established geographic preference of female students in the following zip codes: 63104, 63109, 63110, 63111, 63116, 63118, and 63139 allowing T.H.A. to primarily serve a diverse female student body living in this dense south city urban community who would not otherwise have access to a single-gender, college-preparatory educational experience in their area. We will serve this female student population, employing the instructional methods and models outlined in the previous curriculum section with a strong focus on data-informed instruction. We will meet the needs of all female students regardless of race, socio-economic status, or learning styles. By employing differentiated instructional techniques, T.H.A. will immerse all students in a rich, challenging college-preparatory experience, and empower them to grow into strong adult female leaders in their communities.

In the fall of 2016, T.H.A. will enroll 100 6th grade girls and 100 7th grade girls. In the fall of 2017, we will admit 100 6th grade girls and with attrition estimate only 90 rising 7th graders. As such, we project we will lose an average of about 10% of the current population from 6th to 7th grade. It is likely there will not be many new admits in the 8th grade year as the capacity for 8th grade is only 90 in year two and 81 in subsequent years. 9th grade will be another large entry point as 9th grade capacity is set at 100 students every year.

We recognize that having fewer available enrollment seats in the 7th, 8th, 10th, 11th, and 12th grade levels allows T.H.A. to meet and exceed the academic goals set forth in the application. New 9th grade students and parents will participate in a pre-school opening orientation that will introduce them to the culture, educational expectations, and resources of the school.

YEAR	1	2	3	4	5	6
Grade 6	100	100	100	100	100	100
Grade 7	100	90	90	90	90	90
Grade 8		90	81	81	81	81
Grade 9			100	100	100	100
Grade 10			0	90	90	90
Grade 11			0	0	81	81
Grade 12			0	0	0	72
TOTAL	200	280	371	461	542	614

The five year budget was created using the following enrollment projection numbers:

- Year 1 (2016-2017) 200 female students
- Year 2 (2017-2018) 280 female students
- Year 3 (2018-2019) 371 female students
- Year 4 (2019-2020) 461 female students
- Year 5 (2020-2021) 542 female students
- Year 6 (2021-2022) 614 female students

A.6. Special Student Populations

Procedures for Students with Disabilities: T.H.A. will provide students with disabilities a Free and Appropriate Public Education (FAPE). Services will be provided in the Least Restrictive Environment (LRE). All regulations and requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and Civil Rights as outlined and enforced by the U.S. Department of Education Office of Civil Rights (OCR). Additional compliance will be maintained within the regulations and policies of the State of Missouri through cooperative efforts with the Missouri Department of Elementary and Secondary Education (DESE). T.H.A. will operate as a Local Education Agency (LEA). Detailed information is available in T.H.A.'s 504 Procedures Manual and Special Education Procedures Manual.

English Language Learners: T.H.A. will ensure that students who are English Language Learners (ELL) are identified, have meaningful access to school programs, attain English proficiency, develop high levels of academic achievement in English, and meet the same academic goals that all students are expected to meet. An English Language Learner (ELL) is a student whose native language is a language other than English and/or comes from an environment where a language other than English is dominant. An ELL is a student whose English language proficiency in listening, speaking, reading, and writing causes difficulties that hinder the opportunity to learn successfully in the courses where English language is the dominant mode of communication. Based on data that pegs St. Louis's population of ELL students at 7.4%, T.H.A. will be prepared to accommodate English Language Learners in the most effective way possible.

T.H.A. will implement procedures that comply with federal and state laws that define standards for serving English Language Learners. According to their language proficiency needs, students will receive direct ESL instruction, language support services, and will be monitored for academic difficulties. If needed, the school will seek contracted ELL agencies to meet students' needs. Procedures will be established to:

1. Identify and assess all students whose primary language is not English, and who, therefore, have or may have difficulty performing ordinary class work in English and who cannot learn as well or achieve on

parity with students whose primary language is English. Children whose first language is a language other than English will be identified using the Home Language Survey (HLS). The HLS will be sent to each family for each child enrolled. Students who have a language other than English spoken in the home will be scheduled for W-APT. If possible the W-APT will be given at the time of enrollment. The W-APT will be administered within the first 30 days of school or within the first 10 days of school after initial enrollment if the child enrolls after the first day of school.

2. Assist all students in content areas while they are learning English, so these students can remain at grade level or make progress towards grade level competency in content areas.
3. Mainstream students into regular curricula as soon as they can successfully learn like native English speakers.
4. Periodically evaluate the progress of ELLs through assessments, teacher feedback and classroom performance.
5. Monitor the progress of ELLs after exiting the ESL program to determine if additional alternative language instruction is needed and to provide content area remediation when necessary. Support Services for those students who qualify for ESL will include weekly contact with student and guardian, office hours to ask for help, scheduled and impromptu live chats for one-on-one and small group instruction, after hours phone support, summer individual and group program/lessons, and assistance with all subjects, not just language arts.

Tessera Hall Academy will make every effort to communicate with the parents of ELLs in their preferred home language. The enrollment packet, NCLB notification letters, ESL program documents, student/parent orientation documents and other important documents will be translated and used when appropriate. In addition, training in all aspects of the ESL program and working with ELLs and families are provided for during the year for all faculty and staff. T.H.A. Charter School will contact the Missouri Migrant Education Program to provide training to our teachers and administrators. T.H.A. will annually administer to all ELLs the ACCESS for ELLs as prescribed by the Missouri Department of Elementary and Secondary Education.

In order to exit the ESL program, a student must meet the criteria set by the state. Exited students will be monitored on a regular basis for 2 years post-exit. ESL teachers will communicate with the teachers of monitored students via email, phone, and surveys to monitor student progress quarterly. If an exited student is displaying difficulty in his coursework, the ESL Committee, which includes the ESL teachers, regular teachers, parents, and other appropriate personnel, will meet to discuss what modifications and supports should be put in place for the student. The possibility exists that exited ESL students at T.H.A. will be placed back into the program for reinforcement, closer support opportunities and English language instruction.

Homeless Students: Tessera Hall Academy, understands that the McKinney-Vento Act specifically applies to children and youth living in transitional shelters; that this term includes transitional housing programs and transitional living programs; and that a Federal Court affirmed that transitional housing programs are covered by the McKinney-Vento Act. 9(Bullock v. Board of Education of Montgomery County, Civ. A. DKC 2002-0709 [D. Md.] memorandum decision filed November 4, 2002.)

Tessera Hall Academy will provide quality education to homeless students. In compliance with the McKinney Vento Act, T.H.A. will have a board-approved guidance counselor who will serve as the school's homeless liaison. T.H.A. recognizes that the homeless liaison plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. The homeless

liaison serves as a link between homeless families and school staff, shelter workers, and social-service providers, per the McKinney-Vento Act. The homeless liaison, whose duties are outlined in DESE's Comprehensive Review by Donna Cash, will help homeless children with enrolling and accessing school services; obtaining immunization or medical records; coordinating transportation services; informing parents, school personnel and others of the rights of homeless children and youth; and collaborating with Missouri's state homeless coordinator, the community and other school personnel. T.H.A.'s homeless liaison also will handle disagreements and will facilitate the dispute resolution process for disputes which might arise over enrollment, school placement, and transportation. It will be the homeless liaison's responsibility to ensure that homeless children and youth are immediately enrolled in school pending the resolution of any disputes. In addition, public notice of educational rights of homeless children and youth will be posted at T.H.A. The school Principal will work closely with the homeless liaison to ensure that T.H.A. is in compliance with the McKinney-Vento Act, including the accurate records and timely reporting of data to the appropriate state and federal agencies.

Per the McKinney-Vento Act, T.H.A. will immediately enroll homeless children (if space is available) even if the child is unable to produce the records normally required for enrollment (previous academic records, immunization and medical records, proof of residency, birth certificates, and other documentation). Upon enrollment, it will be the responsibility of T.H.A.'s homeless liaison to ensure that documentation is gathered and submitted in a timely manner. T.H.A. will must use local money to pay for the additional cost of transporting homeless students, per the federal mandate. In addition, homeless students at T.H.A., as at all schools, automatically will qualify for free and reduced lunch. Students do not need to provide a Social Security Number to qualify. T.H.A.'s homeless liaison will complete the necessary form. If a student who is considered homeless then finds fixed housing (later in the school year), the student will still be eligible for free and reduced lunch for the remainder of the school year and up to 30 days into the next school year.

Migrant Workers: In compliance with the U.S. Education Department's Title I, Part C, T.H.A. offers a high quality education for the children migrant workers and helps ensure that migratory students are provided with appropriate education services (including supportive services) that address their special needs. T.H.A. is also committed to ensuring that these children receive full and appropriate opportunities to meet the same challenging Missouri academic content and student academic achievement standards that all Missouri children are expected to meet. To adequately address the needs of these students, T.H.A. will tap into all available resources, including MEP funds, and support offered by DESE and the Missouri Migrant Education Program and its director, currently Shawn Cockrum, and the instructional specialists of MELL Region 3, currently Marlow Barton and Debra Cole.

Staffing for students with special needs: The Alternative Education Coordinator will be a member of T.H.A.'s faculty and certified in the State of Missouri as a Special Education Coordinator. The coordinator will direct programs for Special Education, Students with Disabilities (504), ELL, and Homeless Students. Specifically the Coordinator will be charged with Initial Special Education Evaluations, Re-evaluations for Special Education, Development of IEPs including Transition Plans, Development of Care Teams for 504 referrals, 504 Plans, Child Find requirements (34 CFR §300.125), ELL, Homeless, Special Education instruction oversight, compliance for all State and School Mandated Assessments, and reporting to State and Federal Authorities for Child Count and Reimbursement needs. The Alternative Education Coordinator is charged with maintaining and negotiating contracts for Related Services needed for Special student populations which include but are not limited to: Speech/Language Therapy, Occupational Therapy, Physical Therapy, Assistive Technology, ELL services, Orientation and Mobility Training, Sign Language Interpreting, and Special Transportation.

Tessera Hall Academy holds special needs students to the same defined expectations as other students; however, T.H.A. recognizes the special rights afforded to IEP students as it relates to disciplinary

concerns. T.H.A. 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 T.H.A.'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 T.H.A.'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. In accordance with the Safe Schools Act, T.H.A. 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.

As the school grows, one additional Educator holding a Secondary Special Education Teaching Certificate will be employed to provide instructional services and related services as appropriate and as dictated by student IEPs. These services may include but are not limited to: Co-teaching, direct instruction, specialized positive behavior support in and/or out of the classroom, teacher consultation services, and accommodations or modifications for appropriate instruction and/or assessment. Related Services may be provided by the Educator as per the Educator's certification allows.

Data Collection: The Alternative Education Coordinator will retain student data and prepare reports as mandated by The Missouri Department of Elementary and Secondary Education (DESE). The Alternative Education Coordinator will assure confidential records management. Family Educational Rights and Privacy Act (FERPA) and regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99) will be followed and oversight provided by the Coordinator.

The school will ensure equal access, in accordance with IDEA Section 602 DEFINITIONS (9) FREE APPROPRIATE EDUCATION (A) (B) (C) (D). In compliance with 34 CFR §300.750, T.H.A. will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. The school will also comply with all Missouri State requirements for reporting.

In compliance with 34 CFR §300.750, T.H.A. will annually submit all required reports by the appropriate dates due, including, but not limited to, the following:

- VR 9 Count of Students with Disabilities Provided Special Education and the settings in which students with Disabilities are provided services PD-6 Special Education Personnel
- VR 10 Report of Students with Disabilities Exiting Special Education PD-8 Students with Disabilities Suspended for Disciplinary Reasons SEDCAR-1 ASEP Request for IDEA Sub allocation

The Alternative Education Coordinator will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall also be provided to the school district of residence and the State Education Department, as required. English language learners' proficiency in English will be measured periodically to determine the level of services required.

Instruction: The Alternative Education Coordinator will ensure that the unique needs and learning styles of all students are being met. To the greatest degree possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student's removal. When it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Special Education teachers will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Alternative Education Coordinator on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' IEP, 504 Plan, or ELL Plan. As required (outside of the classroom), tutoring, counseling, physical, occupational, speech and language therapy or other related services will be provided either by T.H.A. certified staff or specially contracted expert professionals as determined to be appropriate. T.H.A. is committed to providing excellent educational services to our entire student population. It is challenging to project the percentage of students that will require special education services and/or the exact nature of those services.

Budget: At this time we budgeted for expenditures for special education services to provide services that will be appropriate for our projected needs. We will continue to research the Special Education program expenditures at similar schools to develop budgets with increased or decreased Special Education expenditures at least annually or sooner if need arises.

Measurement of Progress: Students in special populations will be monitored through T.H.A. summative and formative assessments, at least quarterly. Although some variables in grades can be attributed to individual learning styles and abilities, T.H.A. determines that no more than a -1.5 standard deviation from the mean classroom grade is acceptable for students in our special population groups.

The United States Office of Special Education provides an in-depth description and guide for the use of progress monitoring and the requirements as prescribed through the Individuals with Disabilities Education Act of 2004 (IDEA). Comprehensive information on progress monitoring is available at www.studentprogress.org. Special Education Law requires that every student with an IEP have within that plan Annual Goals and Objectives that are reviewed at least quarterly. These Annual Goals and Objectives should be curriculum based; they must be appropriate and measurable. Parents and guardians of children with learning disabilities who are receiving special education services receive regular reports of progress on their children's IEP goals, as mandated by IDEA. The most common method used to monitor student progress is Curriculum-Based Measurement (CBM). CBM is research-validated and uses short-duration assessments to monitor progress in reading, math, spelling, and writing. CBM procedures are reliable, valid, and standardized. Student performance is graphed over time to determine progress and the effectiveness of instructional programming.

T.H.A. will monitor student goals and objectives using curriculum-based assessment methods that include summative and formative assessments. If the student is not meeting the state progress indicators, procedures are in place to address the individualized needs of the student with an IEP and/or 504.

Students identified as not progressing will be referred to a care team which includes but is not limited to; classroom teacher, administrator, Alternative Education Coordinator, student, and parent/guardian. This team will determine:

- if the student's formal plan (IEP, 504) should be reviewed
- if can changes be made to increase student achievement that are not related to the disability

The team will create a plan of action to immediately address the student's educational need and make changes in programming as needed.

A.7. School Specific Goals and Objectives

Overall School Performance Goals:

T.H.A.'s overall performance goals are for all of our students to complete their middle school years and transition to high school, graduate a minimum of 93% of its students in four years from high school, and have 100% of its graduates accepted to post-secondary colleges or universities. T.H.A. will achieve at least an 80% APR by the end of year five. T.H.A.'s attendance goal is to meet or exceed that of 90% of the students attending 90% of the time and have at least an 80% persistence rate year-to-year.

Academic Goal #1: Empower each student to meet or exceed the Missouri Learning Standards for college and career readiness.

True differentiated instructional planning for T.H.A. students will focus on each student's unique learning plan. For students with disabilities, this is the IEP; however, learning plans will 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. The plan will include cognitive and developmental dimensions as well as affective dimensions; it will identify student passions and interests so these may be drawn upon when designing instruction. 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 (in the high school years), and interventions (both academic and social/emotional) necessary to 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 faculty and grade-level meetings. 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. One of the most important aspects of this learning plan is to teach and empower each student to know herself as a learner in order to have the richest education experience possible. The plan will also be used as a tool to involve and inform parents and guardians of students' progress. When planning at T.H.A., all students will be held to the school's high expectations, regardless of their specific needs. T.H.A. is aware of UMSL's Intervention, Revocation and Closure Policies and Procedures, understands and accepts how they will be applied to T.H.A.'s performance related to student annual academic achievement.

Measuring the Goal: At any point in the school year, advisors will have specific documentation as to each girl's successes and areas with opportunity for growth in their own learning and mastery of the Missouri Learning Standards. T.H.A. will graduate a minimum of 93% of its students in four years from high school and have 100% of its graduates accepted to post-secondary colleges or universities. T.H.A. will achieve at least an 80% APR by the end of year five. In order to attain this goal, T.H.A. will adopt the following benchmarks:

Year/Performance Indicator	2016/17	2017/18	2018/19	2019/20	2020/2021

Academic Achievement	MPI 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	MPI of 360 or higher in ELA & Math
Subgroup Achievement	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	MPI of 360 or higher in ELA & Math
High School/College Career Readiness	NA	N/A	N/A	N/A	N/A
Attendance	Meet or exceed 90/90				
Graduation Rate	NA	NA	NA	NA	NA

Academic Goal #2: 100% of graduating seniors will be accepted to a four- or two-year college.

Students begin the journey of self-discovery in grade six, and the journey culminates with their graduation in grade twelve. For a majority of the graduating students, their educational journey will continue at a college of their choice. Along the way, students are regularly asked to reflect on what it means to be a member of a community, to consider their dreams, and to think about how their decisions lead to desired ends. Students and families also learn how to apply for college acceptance, financial aid, and scholarships.

Throughout grades 9-12, students and parents work closely with the college counselor, focusing on individual student strengths and talent, and building trust so families feel comfortable asking questions and exploring ideas. Faculty, in their roles as advisors, coaches, and classroom teachers, integrate their work with students by also asking students to be reflective and thoughtful in examining their own growth. This comprehensive program gives students an added sense of assurance, and the college admissions process, then, is never tackled alone. Instead, it becomes a thoughtful and shared experience for everyone, grounded in trust and buoyed by consistent support.

The four-year college counseling program informs the way students make what may be their biggest decision to date: where to apply and eventually attend college. Students find that the task unfolds logically and naturally. T.H.A. graduates will be accepted at wide variety of four-year colleges, community colleges, and technical or vocational colleges. Although we expect all graduating students to be accepted into college, we understand some will choose not to attend college after graduation from T.H.A.

Measuring the goal: 100% of students will participate in the college application process in the fall of senior year. Although they may not all choose to attend the college(s) to which they are accepted, it is

expected that 100% will receive a college acceptance letter. In order to meet this 100% goal, counseling girls to apply for colleges that will be a good fit will be a vital component. For example, it is understood that some students, even with copious amounts of ACT/SAT preparation and practice tests, will not score well. There are accredited non-profit career, two-year, and four-year colleges that do not have firm ACT/SAT test requirements. Working from this understanding will keep the dream of college attainable for all T.H.A. seniors. We recognize that some of our students' families will not be able to afford a four-year college or university. Admission to a two-year college allows students to continue the dream of a college degree while allowing time for accruing additional funding to continue their education.

Non-Academic Goal #1: T.H.A. will offer support and mentoring for graduates during their first year of college.

Because the first year in college is pivotal in determining whether a student will continue her college education, T.H.A. will offer support for T.H.A. graduates during their first year of attending college. This support will begin in the junior year with the College Counselor matching T.H.A. graduates with vetted female college graduate mentors. The T.H.A. College Counselor will direct and oversee the mentor program. Faculty advisors will also be available during their first year in college. Ideally, the faculty advisors are the same advisors that the students had during their four years at T.H.A. This unique feature sets T.H.A. apart from other schools and is an important bridge, particularly for first-generation college students whose college graduation rates are significantly lower than the rates of students who are second, third, or fourth generation in their family to attend college. All graduates who request a mentor, will be provided with a mentor.

Non-Academic Goal #2: T.H.A. will be recognized as a state school of character by 2021.

T.H.A. will work with Character Education Partnership and CharacterPlus® to write a formal character education plan for the school and will be recognized as a state school of character by 2021. As a state school of character, T.H.A. will see measurable improvements from 2016 through 2021 in attendance, test scores, discipline, respect for all community members, and parent engagement. T.H.A. will implement, track, and measure the following:

1. The school community will promote core ethical and performance values as the foundation of good character.
2. The school will define "character" comprehensively to include thinking, feeling, and doing.
3. The school will use a comprehensive, intentional, and proactive approach to character development.
4. The school will create a caring community.
5. The school will provide students with opportunities for moral action.
6. The school will offer a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. The school will foster students' self-motivation.
8. The school staff will be an ethical learning community that shares responsibility for character education and adheres to the same core values that guide the students.
9. The school will foster shared leadership and long-range support of the character education initiative.
10. The school will engage families and community members as partners in the character-building effort.
11. The school will regularly assess its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.

A.8. School Climate and Discipline

School Learning Climate

T.H.A. students conduct themselves in a fashion that is courteous and respectful. It is the goal of the School to encourage and maintain a climate which is conducive to learning and which promotes in our young women a sense of responsibility, self-discipline, strong character, and respect. Our goal is to ensure that every person, adult and student, becomes included, involved, and valued. We believe good citizens do not obey laws solely because of the consequences; they obey them because this is the sensible and ethical thing to do. Our goal is to create informed, respected, and responsible members of the greater St. Louis Community.

T.H.A.'s efforts are to create empowered and active female citizens who make good decisions and benefit the community. At T.H.A., a key element for creating a high performing school is a shift from a traditional philosophy based on punishment and consequences for breaking rules. T.H.A.'s discipline program is grounded in self-evaluation, in learning to make appropriate choices, and in creating classroom agreements with consequences of which every student is well aware and has helped to fashion.

All the students are influenced by the methods used by the teacher/school to address any misconduct or negative behavior. At times, students attempt to meet their needs by choosing negative behavior that is self-fulfilling and consistent with their idea of how they are viewed by others. By developing a relationship and attempting to understand the reasons for the misconduct, T.H.A. provides for greater opportunity for students to make constructive choices.

By treating all students in a professional manner, by modeling expected behavior, and by avoiding power struggles, the teacher/school increases the possibility of students accepting responsibility for their actions and learning more appropriate ways to respond to troublesome situations.

By adopting this philosophy, the teachers and administration of T.H.A. will validate the perspective of the students who enjoy school and are motivated to succeed. We move students in a positive direction by valuing them for who they are, not their lack of performance. This makes them accountable for their choices and removes their ability to "blame the system."

The philosophical cornerstones of our school are:

- All students must be treated fairly and justly.
- Discipline does not mean punishment. Discipline implies mentoring students to make constructive and appropriate choices.
- Relationship-building in which teachers attempt to understand why the student is behaving as she is.
- The teacher's self-discipline is the key to modeling the behavior we want in students.
- Sarcasm, put-downs, yelling, name-calling are toxic to the relationship-building process.
- All students are encouraged and expected to develop a level of self-control. Even special education students will be expected to meet their individual potential. All students are capable of controlling their own behavior. T.H.A. teaches them to control the triggers.
- Responsibility and respect are the cornerstones upon which student success and achievement are built.

Ultimately, T.H.A.'s goal is to help students move toward self-discipline and away from external control (teacher-imposed and administrator-imposed methods). These simple and broad rules will help T.H.A. students and faculty achieve these goals:

1. Respect and be considerate of the rights and responsibilities of others and ourselves.
2. Respect and be considerate of our property and the property of others.
3. Follow our class schedule and be on time.
4. Follow the rules of specific areas, such as the library, gym, cafeteria and labs.

In the first year of operation, student leadership will work with the administration to craft a unique one to two sentence Honor Code serving as a reminder for all students of Tessera Hall Academy to live ethically, honorably, and with dignity.

A safe school environment is priority. Campus behavior that is detrimental to the school community will be documented and records will be kept in the office of the Dean of Students. Poor behavior choices off campus and beyond school hours that impact the safety or ability of others to teach and learn during the school day, are subject to school disciplinary measures when appropriate.

Disciplinary Issues

These may include offenses like lateness and dress code violations, to more serious ones like harassment or bullying or persistency in negative behavior. Discipline policies and procedures are in accordance with the Missouri Safe Schools Act. Definitions of infractions include, but are not limited to:

- **Dress code violation**, which is the purposeful disregard of the required dress code as outlined in the student handbook.
- **Theft**, which is the taking of property without permission.
- **Lying**, which is the purposeful deception, written or spoken; and/or the holding back of pertinent information; and/or intending to convey a false impression.
- **Cheating**, which is the use of or the giving of unauthorized materials in or out of class.
- **Plagiarism**, which is the presentation, whether deliberate or accidental, directly or in paraphrase, of another person's ideas or creations, as one's own.
- **Vandalism**, which is the purposeful destruction or defacement of property.
- **Possession**, which is the illegal possession of any illegal, illicit, or dangerous materials or substances while on the school's campus.
- **Harassment**, which is the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands
- **Disrespect toward the community**, which is the lack of ethical behavior and respect for faculty, staff, visitors, or other students, including a persistent negative attitude that can undermine an educational atmosphere
- **Technology violation**, which is unethical use of or disregard for the Technology Acceptable Use Policy while on school campus with personal devices or school owned devices.
- **Acts of violence or threats of violence** shall include but are not limited to exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property or while involved in school activities. This may or may not include the use of a weapon. Weapons include but are not limited to firearms, knives, swords, razor blades, or other tools that may cause serious bodily harm or death.

Consequences

More formal external controls may be necessary until a student reaches the consistent capacity to self-monitor and self-discipline – the true mark of strong personal ethics and leadership. Any behavior that disrupts the service-driven, ethical atmosphere we attempt to create, or that does not support the ethical values we believe in, may result in disciplinary action. Although most of these infractions would most likely take place on school grounds, consequences may also apply to student behavior off school grounds if that behavior directly interferes with the operation of the school or endangers the safety of other students, faculty, or staff. As elaborated in Section A.6 above, T.H.A. recognizes the special rights

afforded to IEP students as related to disciplinary concerns. Consequences for disrespecting policies and procedures include, but are not limited to, the following:

- **Informal and formal conferences** with the student, the advisor, and the parents or guardians when necessary. Often an exchange of ideas around expectations can result in reasonable change of behavior. T.H.A. will send a follow up letter to all parties outlining the expectations and support for the student for her remaining year(s) at T.H.A. With oversight of the Advisor, a student will be asked to reflect on her progress and struggles throughout the school year.
- **Detention** occurs at the discretion of the Dean of Students for minor infractions and always includes a civilized discussion between the student and Dean. Detention is a one hour period of time where the student is asked to reflect on her actions and make a solid plan for moving forward. Detentions are served before or after school in a quiet learning space. With oversight of the Advisor, a student will be asked to reflect on her progress and struggles throughout the school year.
- **Loss of opportunities** may include general restriction from non-academic activities.
- **Repairing damage** gives students the opportunity to correct the specific behavior and resulting damages.
- **Disciplinary Warning** occurs at the discretion of the Dean of Students and Principal and is an official term used to ensure that all parties understand should another disciplinary offense occur, the consequences would be more severe up to and including expulsion. Disciplinary Warning requires a parent meeting and a follow up letter outlining expectations and student support for the remaining year(s) at T.H.A. With oversight of the Dean of Students and Advisor, a student will be asked to reflect on her progress and struggles throughout the school year.
- **Separation** removes a student from school and campus for a period of time to reflect on the behavior. Separated students are encouraged to keep up with their academic work through communication with friends and with teachers online or on the telephone. Separated students are allowed to make up all academic work. Separation is not reported to colleges. Separation requires a parent meeting and a follow up letter outlining expectations and student support for the remaining year(s) at T.H.A. Separated students will work with a guidance counselor or another student advocate to better understand the severity of their actions and move forward in a positive way. With oversight of the Dean of Students and the Advisor, a student will be asked to reflect on her progress and struggles throughout the school year.
- **Suspension** removes a student from school and campus for a period of time. Suspended students are allowed to make up all academic work, but may endure a grade penalty on specific assignments related to an academic honesty infraction. Suspensions are reported on college applications if the college requests such information. The Principal is authorized to suspend a student for up to ten days when appropriate. Working with the school board, the Principal may suspend a senior student up to 180 days; this shall be defined as a Permanent Suspension. A Permanent suspension allows a student late in her senior year to work for a diploma based on conditions set by the School. Suspension requires a parent/guardian meeting and a follow up letter outlining expectations and student support for the remaining year(s) at T.H.A. Suspension will comply with MO 167.161. With oversight of the Principal, the Dean of Students, and the Advisor, a student will be asked to reflect on her progress and struggles throughout the school year.
- **Expulsion** is the permanent removal as a student at T.H.A. and is used only in the most grievous situations and usually for multiple offenses. T.H.A. has a zero tolerance policy for students bringing a weapon to school. A student discovered with a weapon will be expelled from Tessa Hall Academy. Expulsion requires a parent meeting and a follow up letter outlining expectations and student support for the remaining year(s) at T.H.A. Expulsion will comply with MO 167.16.

Parent/Guardian Partnership

When joined by a common set of beliefs and purposes, T.H.A. and its parents and guardians form a powerful team with far-reaching positive effects on the young women and the entire school community. As a result, T.H.A. relies on its parents and guardians to understand and embrace the school's mission, share its core philosophy and values, and fully support its curriculum, faculty/staff, and administration. Working together, parents and school professionals exert a strong influence on young women to become fully educated, and help them to mature by modeling healthy adult working relationships based on honesty, trust, civility, and mutual respect.

The faculty, staff, and administration of T.H.A. share our parents' and guardians' commitment to their students and join them in partnership dedicated to the personal and intellectual growth of each child. This partnership begins with timely, honest and open communication between home and school, and is premised on an assumption of goodwill and a shared interest in what is best for each individual young woman.

Parents and guardians can best support this climate of trust and respect by communicating concerns openly and constructively to the teacher or administrator closest to the problem. In most cases, parental questions and concerns should be directed first to the classroom teacher, followed by the relevant Department Chair for subject-specific academic or curricular concerns. Questions and concerns of a general and/or personal nature should be directed to the student's advisor followed by the Dean of Students, and finally the Principal as needed. For athletic concerns, parents should first contact the coach. Should this not resolve issues, the Principal may be contacted. Out of respect for the individual needs and privacy of each family, T.H.A. places a high value on confidentiality and expects individual families to honor the same. Efforts to lobby other parents are contrary to the spirit of the Parent/Guardian School Partnership.

The relationship between parents/guardians and T.H.A. is formally governed by the school's written handbook in which its policies and procedures are spelled out. By enrolling their daughters in T.H.A., parents and guardians agree to support the school's mission, follow its rules and policies, and abide by its decisions. Just as parents can expect the school to share timely information and concerns with families concerning their student's progress, so too the school expects parents to approach issues and concerns in a spirit of mutual goodwill, using proper channels, and in a manner that gives everyone the benefit of the doubt and leads to collaborative and constructive solutions. The student handbook will be created during the spring of 2016 and approved by the board in the fall of 2016.

While parents and guardians may not agree with every decision by the school, in most cases, the parents and school will find enough common ground to continue a mutually respectful and productive relationship.

Parent/Guardian School Partnership Agreement (will be signed by parent/guardian. This is not an admission requirement.)

We the parent/guardian body of T.H.A., in the best interest of our daughters, agree to the following:

- Work together as partners with faculty and administration of the school in the education of our daughters.
- Support and reinforce the mission of our school.
- Communicate openly and respectfully with faculty, administration, staff, and other parents.
- Support our students and their decision making by
 - following dress code guidelines
 - observing attendance policies

- abiding by school regulations (and state laws) regarding minors and alcohol and drugs
- upholding other school policies as outlined in the school handbook.
- Involve ourselves in the life of the School.

Drugs, Tobacco, and Alcohol

Providing a safe, secure and peaceful learning environment is one of the fundamental goals of our school and a primary right of all in our school community. Illegal activity involving alcohol and drugs by our students disrupts their maturation process, alters their physical and emotional well-being, and interferes with their ability to assume responsibility for their own learning. Such activity also presents an obstacle to the mission statement of the school and interferes with the rights of other students to receive quality academic instruction. Therefore, we believe that the most desirable goal for our students is to abstain completely from the use of alcohol and drugs. While we realize this is a goal, we also realize there may be addiction struggles in this area.

T.H.A.'s policy is designed to raise awareness, to prevent involvement with alcohol and drugs when possible, assist and support those struggling with addiction, and to work cooperatively with those who are willing to seek help.

No student may possess, use, produce, sell, distribute or aid in the distribution of alcohol, narcotics, drugs, mood-altering or performance-enhancing substances or any illegal substance, or use, possess, sell, or distribute paraphernalia for the purpose of drug use, on campus or at any school sponsored event (on or off campus). This also includes tobacco in any form. The unauthorized, inappropriate, and/or illegal use of prescription and over-the-counter medication is likewise prohibited on campus or at any school sponsored event (on or off campus).

The consequences that result from a student's decision not to abide by T.H.A.'s policy may include one or more of the following:

- Suspension or termination of the student's participation in team sports and/or School-sponsored extra-curricular activities
- A demotion in or removal of status/position on an athletic team or in a school-sponsored activity, group, or club.
- Separation
- Suspension
- Reportable to colleges
- Expulsion

Violations of the policy are investigated by the Dean of Students and Principal. The investigative procedure is established on a case-by-case basis and without regard to any prior investigative process. As part of the investigation, relevant psychological, emotional, familial, and environmental factors are assessed and considered. It is understood that those dealing with drug and alcohol addiction need help and support more than they need punishment. At no time shall a student be personally judged for past alcohol or drug use. All students deserve the chance at a fresh start. While our first response is to support the safety and health of the student, consequences, when appropriate, shall be determined by the Dean of Students and the Principal on a case-by-case basis without regard to any prior matter. Factors to be considered include, but are not limited to, the nature of the violation, specific circumstances of the violation, its location (whether on campus or off), its impact upon others or the School, and the overall history of the student in the school.

Under-age use and abuse of alcohol and other substances presents a serious challenge for communities everywhere. In the spirit of the Parent/Guardian School Partnership, T.H.A. expects its parents to express

our shared commitment to the welfare of our children by wholeheartedly supporting the school's policy. The school may, under appropriate circumstances, contact parents directly to solicit and insure their full cooperation.

Anti-Harassment Policy

T.H.A. is committed to creating and maintaining a learning environment where all individuals are treated with respect and dignity. Accordingly, the School does not tolerate any form of harassment, whether it be on the basis of race, religion, national origin, sexual orientation, gender identity, or disability. Sexual harassment is explicitly forbidden. Harassment in any form is unacceptable and the harasser is disciplined.

This policy is intended to be broad in its scope and may well include conduct, whether intentional or unintentional, that is hurtful or offensive or when it excludes rather than includes an individual. It is intended to cover not only harassment of a student by another student, but also harassment of a student by a school employee and harassment of a school employee by a student. For purposes of this Policy, the term "school employee" includes Board members, faculty, staff, coaches, substitute teachers, volunteers and third party contractors under the oversight of the School.

All reports of conduct that violate this policy are taken seriously and investigated. Any student or school employee who engages in conduct which violates this policy is disciplined as appropriate, under the circumstances. When appropriate, discipline may include expulsion for a student and termination for a school employee.

T.H.A. will comply with all laws and regulations relating to student discipline under 160.261 and notification of criminal conduct under 168.071.

B. ORGANIZATIONAL PLAN

B.1. Governing Body

Tessera Hall Academy's (T.H.A.) sponsor, University of Missouri – Saint Louis (UMSL), will provide public oversight and accountability. The Board of Directors of T.H.A. will act out their fiduciary responsibility, set the school's strategic direction, set policy, and evaluate the school's leadership. The composition of the board will contain a variety of skill sets including but not limited to education, legal, finance, real-estate, marketing, policy and governance. In addition, T.H.A.'s charter school application has been submitted to Saint Louis Public Schools. The Board will reflect the diversity of community where the school is located.

Please see Appendices E, F, G, and H for T.H.A.'s Articles of Incorporation, Bylaws, and Certificate of Incorporation as a Missouri Nonprofit Corporation, and IRS Documentation.

B.2. Governing Board Composition

Board of Directors Experience and Qualifications:

Pat Acquisto: Pat is one of the founders of T.H.A. and has a degree in Business Administration from Fontbonne University. She has been working in Finance and Corporate Management for over twenty five years, having served several years as Director of Finance in the education field. Pat is a lifelong resident of the City of St. Louis and has served as an officer on the board of the Lindenwood Park Neighborhood Association for ten years. She has served on the school boards of St. Anthony of Padua and Epiphany elementary schools. Pat is a proud resident of the city of St. Louis and comes from a family of public school teachers.

John Adams: John is a graduate of St. Louis University (1979, Classical Languages and Theology, magna cum laude) and received his graduate certificate in creative writing from the Humber School for Writers, Humber School for Creative and Performing Arts, Canada (2007). He has been an educator for thirty-three years, teaching language arts and AP English Literature and Composition. He taught at an all-girls parochial school near downtown Los Angeles that served primarily a Hispanic and African American population and was head of the English Department. He also chaired the school's self-study for accreditation. John also taught and was chair of the English Department at an urban all-boys high school whose population included Hispanic students from some of the poorest neighborhoods of both San Diego and Tijuana, Mexico. More recently, he returned to St. Louis and spent the past five years teaching English language arts and chairing the English Department at St. Elizabeth Academy. John currently teaches Language arts at St. Margaret of Scotland.

Suzanne Basuino: Suzanne currently works at Interstate Property Services, Inc., as its accountant. Prior to that she was employed by CliftonLarsonAllen, LLP, as a Tax Senior. Her earlier career included working at other local and national CPA firms in the respective tax departments. Suzanne attended St. Louis University. She completed her degree with a BSBA in Accounting. Subsequently, she passed the CPA exam and has been a licensed CPA for 28 years. Suzanne has been a member of the Accounting and Financial Women's Alliance (AFWA), formerly the American Society of Women Accountants (ASWA) for 29 years. During that time she has served as a chairperson of various committees, treasurer and president of the St. Louis #65 Chapter. She was also a director, treasurer and secretary of the National Board. Suzanne also served as a director of The Foundation – the Educational Foundation of the American Society of Women Accountants. She served as a school board member for a local all-girls high

school for four years and was the Chair of the Finance Committee for three years. Suzanne's daughter attends Kirkwood Public Schools.

Beckie Baum: Beckie is a school social worker for the Special School District of St. Louis County, Missouri. She has been employed with Special School District since August of 2000 and has been serving the children with special educational needs in the Ferguson Florissant School District for the past 13 years. As a school social worker, Beckie facilitates individual and group counseling to students with IEP's, provides case management for students and their families, consults with teachers and administration, and coordinates school and community resources. In addition to her regular duties, she also is the Co-Director of the SSD Crisis Team, serves on the Ferguson Florissant Crisis Team, and provides numerous presentations to district staff on mental health issues. In 2013, she was given the Lasting Impression Award by Special School District in recognition for her service to children. Beckie also works for SSM Behavior Health as a Clinical Social Worker. She holds her School Social Work Certification in the State of Illinois and her Clinical Social Work License in the State of Missouri. A St. Louis native, Beckie has a Bachelor of Arts degree from Fontbonne College in St. Louis, Missouri and a Master of Social Work from St. Louis University, in St. Louis, Missouri. She became actively involved in the writing of the charter of T.H.A. to empower young women through a quality education in the 1st girls' charter high school in the city of St. Louis. She currently lives in Shrewsbury and serves as the Vice President of the Trianon Condo Association. Beckie was raised in the city of St. Louis.

Anne Julius: Anne has worked in the Information Technology field for Fortune 500 Companies over the past 20+ years and holds a B.A. degree in Communications from Maryville University. Anne has served on a number of school boards including St. Catherine Laboure elementary school, Christian Brothers College High School and most recently, St. Elizabeth Academy High School for girls. She has also served in the public sector on committees and boards for the City of Sunset Hills including her most recent duties as a member of the Sunset Hills Personnel Committee. She is also very involved with her employer's philanthropic efforts including Teach for America, United Way, COCA, Focus St. Louis, and the YMCA. Anne was recognized by the YWCA as a Women of Distinction Award recipient.

Jane Keuss: Jane has a degree in Speech Pathology from Fontbonne University. She worked as the Admissions Director at St. Elizabeth Academy and a Clinical Study Manager at Washington University School of Medicine. Jane has worked numerous years both in the medical and educational field and has had a successful career of developing and implementing marketing strategies designed to build and maintain prospective student/volunteer enrollment. Jane is one of the founding members of T.H.A. Jane was proudly raised in the city of St. Louis.

Luke Pope: Luke is currently employed by CliftonLarsenAllen LLC. With over eight years of experience, Luke's industry concentrations include manufacturing, distribution, and real estate. His experience includes assisting closely-held businesses and their owners with tax planning, consulting, and compliance. Luke earned a Bachelor of Business Administration in Accounting and a Bachelor of Business Administration degree in Economics & Finance from McKendree University. He is a member of the American Institute of Certified Public Accountants and the Missouri Society of Certified Public Accountants. He also is involved in community service with the United Way GenNext program and served on the finance committee for St. Elizabeth Academy school board.

Gary Stoff: Gary has been an active volunteer member of his church, neighborhood, and the St. Louis area for many years in addition to his work as an attorney. Currently Gary works for Board of Election Commissioners for the City of St. Louis as the Republican Director of Elections and member of a bi-partisan management team responsible for the conduct of elections in the City of St. Louis.

Nicole Trueman-Shaw: Nicole has been an educator for sixteen years, serving the last thirteen at Mary Institute Country Day School where she is currently the Dean of Students in the Upper School, Site Director for the Global Online Academy, and member of the English Department. Nicole is the Upper School Faculty voting member and representative to ISACS (Independent School Association of Central States), member of the All School Diversity Committee, and the team leader of the Leadership Committee for the MICDS self-study for re-accreditation through ISACS. In addition to her Upper School co-educational experience, Nicole taught in MICDS's single gender Middle School for seven years and has a deep pedagogical understanding of why gender matters in education. After completing her undergraduate work at Saint Louis University, Nicole went on to earn her M.A. in Education from Fontbonne University, and a post-graduate Certificate in Leadership and Character Education from University of Missouri in St. Louis. Through her year-long intensive work in Leadership and Character Education, Nicole worked closely with principals, superintendents, and teachers from dozens of public schools in the St. Louis area to define best practices in cultivating schools of character. Other previous non-profit board affiliations include Southampton Neighborhood Association, Bellarmine Speech League, and DramaRama Theatre Company. Nicole is a proud co-founder of T.H.A. and a city resident.

Alexis Wilson-Kirk: is a Product Support Technical Specialist with The Boeing Company in St. Louis, MO. She is currently a member of the F/A-18 Integrated Logistics Support Planning (ILSP) Team. The ILSP team is responsible for assisting various teams on the F/A-18 Fleet Sustainment Program with program integration tasks by facilitating various program activities such as implementing Program Management Best Practices (including Risk, Issues and Opportunities Analysis) and maintaining various processes and plans (including the Program Execution Plan, Baseline Change Management Plan, Communication Plan, Organization Charts and Charters.) In previous assignments, Alexis had the opportunity to work directly with F/A-18 customers in Switzerland and Australia, as well as with the United States Navy aboard several aircraft carriers. Alexis, a native of Washington, DC, has an associate and a bachelor of Science degree in Aeronautical Technology from Purdue University in West Lafayette, Indiana (where she also received her Airframe and Powerplants License), an associate of science in multimedia from ITT Technical Institute in Earth City, MO, and a master of business administration degree from Fontbonne University in St. Louis, MO. As a graduate of Holton-Arms School, an independent college-preparatory school for girls in Bethesda, MD, Alexis has been a long-time advocate of the value of single-gender education, especially when it comes to encouraging young women to pursue careers in any of the STEM fields. Alexis is a proud resident of the city of St. Louis.

Board Development:

The Board of Directors currently encompasses a wide range of valuable skill sets necessary to properly govern a charter school in Missouri. These skills sets include, but are not limited to: legal, development, marketing, accounting, finance, and school leadership. Along with a varying degree of skill sets, the board of T.H.A. will reflect the ethnic and racial background of the community in which it will serve. Specific effort will be invested in recruiting a racially diverse board. Additionally, at least one position on the board will be reserved for community or parent representation. This position will be filled once a final location has been determined for the school's facility. Criminal background checks have been completed by all prospective board members. All T.H.A. board members will undergo criminal background checks and FCSR background screening prior to the opening of school.

Please see **APPENDIX 1** for Board Resumes and Responses.

T.H.A.'s Board of Directors will meet monthly and individual committees will meet monthly. Once the school is operational, the Board of Directors will meet bimonthly and the committees will meet on alternate months. The full Board of Directors will meet formally at least six times per year. Committees will be created in the following areas: (1) Development, (2) Finance, (3) Fundraising, (4) Facilities, (5)

Marketing/Communication, (6) Curriculum/Assessment, and (7) Personnel. These committees will be open for participation from school employees, parents, community members and other school stake holders. The governing board is aware and will follow the sunshine law in conducting board and committee business.

T.H.A.'s current Board of Directors transitioned from a "founding board" to a "governing board" in September of 2014. The board members currently attend to not only the top-level strategic matters of the proposed school, but also the day-to-day matters of developing the school model. After the charter is approved by the Missouri Department of Elementary and Secondary Education (DESE), the board will move to strategic matters, such as developing top-level plans and policies. School employees will attend to implementing the board's policies and plans. It is realized that many board members will continue to play an active role in the development of the school during the preoperational year; however, the collective board's role will be one of governance.

The Board should attempt, using its network of contacts within and outside the organization's membership, to identify appropriate individuals with needed skills and interests as potential Board members. When vacancies arise among the elected Board positions, such individuals should be considered for nomination and election to the Board. Such individuals may also be appointed by the Board, where the by-laws provide, to vacant Board positions. Prospective board members of any race, religion, ethnicity, sexual orientation, or gender identity are encouraged to apply.

Starting in the fall of 2015, the T.H.A. board will participate in MCPSA's Board Training Services or another similar training program that will include workshops led by experts in charter school governance from across the state and nation. All board members will be expected to attend these trainings, as well as ongoing training at a minimum of six hours per year.

In subsequent years, the Board Development Committee of the Board of Directors will be responsible for recruiting additional members with expertise in areas of need. The committee will also create a succession plan as founding board members begin to transition off the board. Annual board retreats will take place to review governance roles, engage in board self-evaluation, and do strategic planning in cooperation with the school's leadership.

Board of Directors will be residents from within the bi-state area with preference given to residents of the city of St. Louis when possible. Board members will bring skill sets necessary for responsible management of a public charter high school. When there are openings on the board, efforts will be made to fill the necessary skill sets required for good governance, but also to add board members that reflect the diversity of the school. At least one board position will be reserved for a representative from one of the zip codes which T.H.A. serves.

Board Member Roles and Responsibilities:

In accordance with R.S.Mo 105.450(6), T.H.A.'s Board of Directors understands that they are "decision making public servants." The board's role as decision-making public servants is to set policy, exercise authority over the negotiations of contracts, and to hire and evaluate the Principal. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record by the Board Secretary. The board members know and will comply with the Missouri Sunshine Law and Missouri Ethics requirements. No member of the Board of Directors will be employed by the charter school while serving as a member of the board. Additionally, no board member will have a substantial interest in an entity that is employed by or contracting with the school and no board member will be an employee of any company providing substantial services to the school. Please see **APPENDIX J** for list of Board Member Positions and Responsibilities.

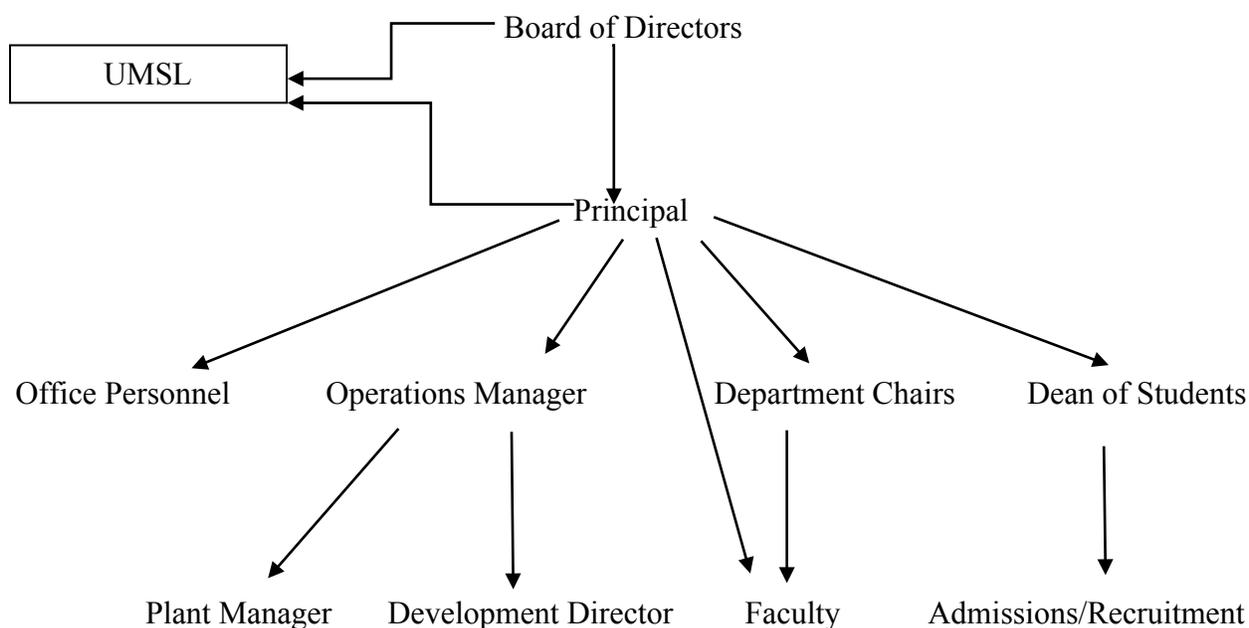
The board appointed sub-committees will review the school's finances and academic progress at every board meeting. Once the school is operational, the board will dedicate at least 45 minutes of every board meeting to a review of both important areas of operations. The board's job is to ensure that the school accomplishes the student outcomes for which it was chartered; both academically and financially. The Board of Directors will make sure the school has sound internal control policies and will make sure the administration of the school is following these policies. Additionally, the board will select the school's auditor, require the board treasurer to be part of the finance committee which reviews the financial progress of the school, and make a policy that all bank accounts must be opened by the Board. Up-to-date financial reports will be delivered by the administration of the school to the Finance Committee and presented at every board meeting.

Time will be allocated at every board meeting to evaluate how well the students are performing academically. Depending on the time of year and school calendar, the administration of the school will present results of the school's formative assessments including Quality Core by A.C.T. and summative assessment (MAP/EOC). Additionally, results will be given showing individual student gains, the school's relative performance compared to other schools in Missouri, individual student performance compared to other students across the country, and progress on other mission specific outcomes as determined by the Board of Directors and outlined in T.H.A.'s charter. The Principal will be responsible for the reporting of this academic data.

All T.H.A. board members will receive a T.H.A. Board Handbook which will contain the school's charter, board bylaws, articles of incorporation, 501c3 documentation, board policies, board member biographies, copies of the Missouri charter law, past board minutes and any other important documents. This Board handbook ensures that board members are aware of their duties and responsibilities as public servants on the board of a public institution. The Board handbook will be developed and approved by the summer of 2015.

B.3. Management and Operation

Tessera Hall Academy



Organizational Structure of T.H.A.

All employees and board members of T.H.A. will undergo criminal background checks and a child abuse registry will be conducted for all employees and board members. For a more comprehensive list of positions see **APPENDIX K**.

Principal:

The Board of Directors, recognizing that the Principal is the primary leader within the school, will take all the necessary steps to recruit and select the very best person for this role. Prior public school experience in the classroom as well as in administration will be a specific requisite along with knowledge and experience within the public school or charter school systems. The Board will appoint a search committee to identify and interview candidates beginning fall of 2015 with the selection of Principal by early 2016. The chosen Principal will understand and embrace the mission and vision of Tessera Hall Academy.

T.H.A.'s Principal will oversee strategic, programmatic, and administrative operations. He or she will lead the efforts to establish the school and assist with T.H.A.'s development and community affairs activities. The Principal is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Principal leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success. He or she will be responsible for day to day issues and operations at the school as well as student discipline.

The Principal reports directly to the Board of Directors and is responsible for all financial aspects of T.H.A. in cooperation with the Operations Manager. The Principal is also responsible for academic and sustainability aspects of T.H.A. As the only school employee that works directly for the Board of Directors, the Principal will be evaluated annually by the board and will receive compensation or dismissal based on contract stated metrics and outcomes. The Principal will hire the Dean of Students, Department Chairs, faculty and staff; with the board exercising final approval. The Principal will be directly responsible for their quarterly evaluations and job performance. The Principal will be responsible for establishing a culture of excellence that is centered on the school's mission and vision. He or she will be accountable for all school programs, finances, facilities, and operations. Additionally, the Principal will ensure that the school is in compliance with all local, state, and federal policies and regulations. This person will effectively lead a diverse staff and student population that is laser focused on above average student outcomes. In collaboration with the administrative staff, the Principal will drive student achievement gains by setting goals, aligning staff members and programs, maintaining a positive campus environment, support teacher effectiveness and make sure the school has all necessary resources and support.

The Principal will work with the Operations Manager to oversee all school operations; including maintaining the school budget, personnel, facilities and technology. He or she will make final decisions on all human resource decisions throughout the school. With the Operations Manager, the Principal will manage the budget, finances, track all purchases, and report school financial data at each Board of Director's meeting.

The Principal will also be responsible for overseeing that all data is reported in a timely fashion and will effectively implement data informed decisions following the school's accountability plan. With assistance from the school's clerical staff, the Principal along with the Alternative Education Coordinator is responsible for all data reporting to the Missouri Department of Elementary and Secondary Education the Federal Government. T.H.A.'s student information system will comply with the School Record Retention Laws of Missouri.

The T.H.A. Principal will have a minimum a Master's Degree in an education related field (Administration, Curriculum and Instruction, etc.). The ideal applicant should be an experienced teacher or administrator (three or more years) with a proven record of effective leadership, community engagement, and project management and who embraces the concept of single-gender education. A qualified candidate will be able to create and sustain a positive and ambitious school culture with both staff and students. Refined communication skills are a necessity to communicate effectively with all stakeholders.

Dean of Students:

The Dean supports the Principal by overseeing the academic and personal growth of all students. The Dean is also responsible for facilitating positive growth and interaction with advisor, college counselor, parents/guardians, faculty, coaches, counselor, learning specialists and other support faculty. The Dean collaborates with the college counselor, learning specialist, and advisor to determine how the student learns most effectively and strategizes to help the student succeed. In addition to promoting school spirit, the Dean assists students in building positive relationships within the school community. The Dean is a student advocate and helps each student to process and learn from adverse situations by determining the proper course of action when discipline is required. Disciplinary records are kept by the Dean of Students.

The Principal will seek to recruit a Dean of Students who has had a successful similar position in another school, at least three years of teaching experience, is student oriented, committed to working with faculty to meet each student's learning needs, and focused on preparing and motivating students for successful careers beyond high school. The Dean of Students will have a minimum of a Master's Degree in Education or an Education related field.

Department Chairs:

A Department Chair is a dynamic instructional leader who spearheads the development of the school's curriculum in a particular field of study and has an unswayable belief that all students can achieve at high levels. The Department Chair leads teachers and staff in the development and ongoing improvement of a college-preparatory school, guides teachers in the implementation of school wide best practices, discipline specific curricula and assessments, and school culture; and trains, supervises, and evaluates all staff and teachers in his or her department. He or she will be responsible for school programs, outcomes and student achievement and manages the school's instructional staff within the department. The Department Chair and Principal, along with the Dean of Students will be responsible for developing a school culture that will meet T.H.A.'s mission and vision.

The Department Chairs will consult with the Principal, on all teacher evaluations, performance based pay determinations, hiring decisions and firing decisions.

Department Chairs will regularly communicate the importance of high expectations for student achievement and will hold teachers accountable for using common planning time to focus on student achievement. Department Chairs will meet with teachers individually, by grade level and by subject area to review all assessment data to help improve student learning and teacher practice. They will support a cycle of continuous academic improvement by providing strong instructional leadership and regularly analyzing data to meet academic goals. Additionally, the Department Chairs will plan and facilitate research proven professional development activities that promote a culture of ongoing growth and collaboration. Department Chairs, in collaboration with the Principal will develop and implement a solid school wide curriculum and will develop and implement quality assessments to ensure a viable curriculum. They will support, coach, and evaluate all regular education, special education, specialist teachers, and substitute teachers within their respective departments.

A Department Chair will have a minimum of a Master's Degree in Education or in their discipline (History, English, etc.). The applicant should be an experienced teacher or school leader with a minimum three years of experience teaching. An extensive knowledge of curriculum development and teacher development are required. Additionally, a highly qualified candidate will have experience in assessment and achievement data analysis.

Administrative Assistant:

The school Administrative Assistant will report directly to the Principal. The Administrative Assistant will be responsible for monitoring all visitors to the school, answering the office phones, monitoring student attendance, tracking school lunch participation, student data entry and any other jobs deemed necessary by the administration of T.H.A.

The school Administrative Assistant is often the first person a visitor meets when visiting or calling the school. T.H.A. will put a high premium on finding a person who exemplifies the mission and vision of the school. Having a positive demeanor, being cheerful and helpful, and having a "find a way" attitude are all necessary requirements for this position in addition to proficient office and computer skills. A guest's first impression of T.H.A. will be a positive one because of the actions of the school Administrative Assistant. A background in the charter school or public school system would be beneficial; however, the emphasis will be on seeking a candidate possessing the above mentioned skill set.

Teachers:

T.H.A. will seek teachers who demonstrate a strong desire to teach an academically exciting college-preparatory curriculum and have a belief that all students can achieve at the highest levels. All teachers are expected to support the mission of the school and must actively participate in professional and school wide activities. Experienced teaching candidates must demonstrate a track record of exceptional student performance. Candidates without teaching experience will be evaluated based on past leadership experiences, participation in extracurricular programs, academic performance and a "no excuses" attitude to teaching.

Faculty at T.H.A. will be "at will" employees. As such, teachers will be evaluated primarily on student academic growth. The respective Department Chair and the Principal will be responsible for designing and implementing T.H.A.'s teacher evaluation program. However, the Board of T.H.A. is currently researching successful models used in other urban charter schools. The results of such research will be provided to the Principal and Department Chairs to aid in their decision-making.

Teachers must be able to plan gender specific instruction appropriate to subject, grade level, and the abilities of his or her students. Additionally, teachers will be 12-month employees reporting for duty 10.5 months of the year. Teachers may choose to spend a portion of the summer break working on professional development and summer programming at T.H.A. A strong commitment to assessment and accountability is necessary as this aligns closely with the mission and vision of the school.

Teachers will communicate frequently with the families of students, and will be available to meet face to face with parents at least four times per year. All communications with parents will be tracked with the school wide student information system and used to assist in various data driven decisions throughout the school year. T.H.A. teachers will establish a culture of high expectations in their classrooms, and will be sensitive to the cultural diversity of the neighborhood the school serves.

It is expected that every teacher at T.H.A. will be able to analyze qualitative and quantitative student data; and use this data to drive instruction and to differentiate instruction. Teachers will demonstrate a commitment to ongoing professional learning and will be consummate "team players."

B.4. Staffing and Human Resources

T.H.A. will not employ teachers whose certificate of license to teach has been suspended or revoked by the state board of education. A staff handbook will be researched and developed by the Board of Directors by January 2016.

Staffing Plan in Year 1:

During the first year of operation, T.H.A. will employ a Principal, Department Chairs for each Discipline, clerical staff, and instructors. The Principal, along with the Operations Manager, will handle business and financial responsibilities.

Recognizing the need to hire a dedicated, professional and extremely talented teaching staff; the school is prepared to invest a significant amount of resources towards teacher recruitment. Positions will be posted on MOREAP, and at local colleges and universities and other professional organizations. Additionally, the administration will reach out to Teach for America to advertise openings with their current teachers and alumni.

Five Year Staffing Plan:

Please see **APPENDIX L** Projected Enrollment.

The five-year staffing plan supports sound operational practice and will allow for the successful implementation of the school's educational program. In the first year of operation, a significant amount of effort will be conducted in establishing a strong staff culture focused on high student academic achievement.

Specialist teachers are teachers who will teach art, physical education, music and other possible elective courses. There will be no credited Practical Arts, Fine Arts or Physical Education (PE) courses the first two years; however, Fine Arts and PE will be available through participation in clubs. All three curricular programs will be added the third year of operation.

Retaining Effective Teachers:

Recruiting excellent teachers is one piece of establishing a strong academic institution dedicated to improving student outcomes. Retaining excellent teachers will be a priority of T.H.A.'s Board of Directors and administrative team. The Principal and administrators will work to create an atmosphere that honors the singular contribution that every teacher makes and provides opportunity for those teachers to share positive approaches in the classroom and to be recognized for their successes within the academic community. A faculty mentorship program will be developed to support new teachers by pairing them up with experienced educators so all teachers feel valued and supported. In addition, effective teachers will be retained through formal recognition both on and off campus, opportunities to present their best practices in teaching and learning at conventions and workshops, and professional development opportunities.

Plans and policies for providing key staff with feedback on their performance:

Teachers at T.H.A. will be evaluated frequently and on a variety of criteria. The Principal and Department Chairs of T.H.A. will conduct a majority of the formal observations. Informal evaluations will take place frequently and will be conducted by fellow teachers and/or videotaped and conducted as a self-evaluation. Teachers will be formally evaluated at least 3 times per year. Informal evaluations will be much more frequent, and will take place at least once every two weeks. The top three criteria used to evaluate teachers are:

- Ability to deliver curriculum material to a variety of students at a variety of levels using effective research based strategies.
- Willingness to engage in the T.H.A. community outside of the traditional classroom setting.
- Classroom management skills and professional rapport with students.

Individual student growth is measured by various internal formative assessments (refer to section A-3).

B.5. Student Recruitment and Enrollment Process and Timeline

T.H.A. will set geographic preference for applicants based on the following zip codes: 63104, 63109, 63110, 63111, 63116, 63118, and 63139. The 2010 Census indicates a population of 4,329 females, between the ages of 10 and 14, residing in the targeted zip codes. Sustainable enrollment being imperative, the 2010 Census further indicates 4,557 females between the ages of five and nine living within the targeted zip codes. T.H.A. will not limit admission based on race, ethnicity, national origin, disability, income level, proficiency in the English language, or athletic ability. T.H.A. will give admissions preference to applicants whose siblings currently attend the school or whose parent or parents are employed at the school if their parents meet the residency requirements of RSMO 160.140. Please see **APPENDIX M** for the proposed T.H.A. Student Pre-Enrollment Form.

For the first school year, T.H.A. will recruit and hold a lottery for the 6th and 7th grades. It is anticipated that T.H.A. will have a 10% student attrition rate at each grade level. T.H.A. will have no social promotion and it can be expected that some families will decide to leave the school rather than have their student repeat a specific class or grade level. T.H.A. grade level capacity decreases each year from 8th-12th grade as we believe having less available spots in these grade levels will allow us to meet and exceed the goals set forth in this application. We will hold a lottery if attrition allows for it during these class years. Students who are awarded positions in the school via lottery, will take a diagnostic test to assess the applicant's reading and math level. This diagnostic will be used to place the student in the most appropriate class and/or grade level and will not be used as a condition for enrollment. The ACT and Explore assessments will be used to diagnose the reading and math levels of incoming students. T.H.A.'s schedule will be set up so that students can take qualifying classes with different grade levels as necessary.

Anticipated Enrollment Projections

In the first year of operation, T.H.A. will accept up to 100 6th graders and 100 7th graders. It is expected by the fifth year, T.H.A. will have 542 students in grades 9-11 enrolled. By the sixth year, the first year we will have a full 6-12th grade school, we will have 614 students. Please see **APPENDIX L** for full enrollment projections.

The five year budget was created using the following enrollment projection numbers:

- Year 1 (2016-2017) 200 female students
- Year 2 (2017-2018) 280 female students
- Year 3 (2018-2019) 371 female students
- Year 4 (2019-2020) 461 female students
- Year 5 (2020-2021) 542 female students
- Year 6 (2021-2022) 614 female students

Pre-operational Marketing and Outreach:

In the spring of 2013, T.H.A. launched the school website, Facebook page, and Twitter account. Each of these multi-media approaches will evolve over the lifespan of school development and will always contain up to date information for interested families and community leaders. The goal of this campaign is to build awareness of the T.H.A. model and development. It is also hoped that T.H.A. can build a network of families and supporters that would eventually send their daughters to the school or possibly serve in other capacities such as on advisory councils, as a board member, or employee.

The second piece of the school's marketing approach will include reaching out to local community organizations, churches, elementary schools, and decision makers. T.H.A. has made a commitment to reach out to aldermen, state legislators, elementary school principals, and ministers within the target zip codes. The founding group realizes that not all of these resources will be supportive of a charter school; however, it is extremely important to engage all stakeholders in the school's future neighborhoods, not just those that are outwardly supportive. The goal of this phase of the marketing campaign is to build the awareness of T.H.A. to the decision-makers within the community.

The third piece of the marketing campaign involves grassroots engagement with the community the school will serve. The goal of this campaign is to build brand awareness and anticipation for the planned opening and registration for the school. This phase of the campaign would most likely start after DESE's authorization in 2015. T.H.A.'s marketing committee will strategically place school marketing material in locations most likely frequented by the school's target population. Barber shops, beauty salons, churches, libraries, coffee shops, restaurants, and recreational centers are some of the most likely destinations for this type of activity. Additionally, T.H.A. supporters will be present at all major events taking place in this area in the late summer and early fall of 2015. Some of those events include (but are not limited to) the International Festival, Taste of South Grand, and Oktoberfest. The major goal of this section of the campaign is to build a supporter database of at least 200 families. See **APPENDIX N** for the Marketing Timeline.

Student Recruitment and Enrollment:

Student recruitment will begin in January of 2016. Initial recruitment efforts will build upon the connections made during the marketing of the school during 2015. All families in the support database will be sent enrollment packets at the beginning of January 2016.

Significant effort will be made to reach out to local community organizations that have connections in the target zip codes. We have already reached out to the International Institute and we intend to reach out to the local YMCA (South City or Carondelet) and organizations such as Grace Hill could assist in these connections.

Additionally, ads will be taken out in small local newspapers with high circulation in the school's targeted demographic areas. These newspapers include the *St. Louis American*, *St. Louis Argus*, *La Voz*, and the *South City Journal*. As necessary, ads will also appear on local radio stations and news outlets.

Interested families will complete a brief application and be entered into the school lottery database. If there are more than 100 applicants for 6th and 100 applicants for 7th grade, the school will hold a lottery to determine which students will be invited to enroll.

In March or April of 2016, T.H.A. will conduct its first lottery. This event will be held at the school (if possible) and will be followed by a community celebration. It is expected that 200 student slots will be filled at this point. This celebration will not only be a great chance to build community bonds between T.H.A. families, but it will also be a chance to engage those families into further student recruitment for

future years. Flyers will be given to enrolled families to give to their friends and family throughout their neighborhood.

The Board of Directors, T.H.A. Principal, and other employees will keep a close watch on student enrollment numbers. If the school is below enrollment projections, necessary adjustments will be made to actively recruit more students. This could include more media advertising. The Board of Directors will decide when the school should plan on implementing alternative budgets based on lower student enrollment numbers. This decision will take place by June 1st so that the school leadership can make the proper staffing decisions.

In compliance with RSMO 160.140, all students attending T.H.A. will be residents of St. Louis Public School District. Enrollment applications will require proof of residency before applicants will be admitted to the school. Non-residents in St. Louis public school boundaries are eligible to attend T.H.A. if the school district in which they live participates in the urban voluntary transfer program and if they qualify under the requirements of that program. Since preference is given to students residing in the preferred zip-codes first and the city of St. Louis, second, T.H.A. does not anticipate enrolling more than 1% from students outside the city of St. Louis.

B.6. Parent, Community, and Educator Involvement

T.H.A. makes communication with parents a hallmark of its approach. Each student in the school will participate in daily Advisory, routine calls home, and meetings (including home visits) to check in with parents. Any concerns or challenges regarding the needs of students will be identified early and addressed swiftly.

In addition to Advisory, specialized communication with parents will include report card nights, behavioral calls, late arrival calls, and missing homework calls. Parents and guardians will meet with advisors and teachers regularly to review students' learning plans and share the progress attained. T.H.A.'s special education staff will work with classroom teachers to ensure that parents of children with special needs are informed of how their children are progressing toward their IEP goals and in the general curriculum. At the end of each term, progress reports regarding each student and her learning plan, as well as copies of all report cards, will be provided to the student's parents or guardians.

There will be a structured system for escalating any issues that may lead to a student's withdrawal from the T.H.A. community. Formative and periodic assessment data will highlight any academic needs that may hinder a student's success at T.H.A. If a student's needs cannot be met through instruction or other school-level interventions, T.H.A. will draw upon its community partnerships to address any academic or social/emotional needs. T.H.A. is committed to making every effort to ensure that every student earns a T.H.A. diploma and entrance into college.

Plans for Community Involvement in the Governance and Operation:

T.H.A. plans to involve the local community in the essential governance and operation of school. During the pre-operational year, the Board of Directors and Principal will engage with all neighborhood associations located within or near the 63104, 63109, 63110, 63111, 63116, 63118, and 63139 zip codes. The purpose of these engagements will be to connect with important decision makers in the neighborhoods as well as interested families. The core value of transparency permeates these interactions as well. It is expected that some in St. Louis will not support a new charter school in their neighborhood. Nonetheless, representatives from T.H.A. will seek to temper concerns and answer questions to those opposed to charter schools and T.H.A. specifically. Additionally, at least one position on the board will

be reserved for community or parent representation. This position will be filled once a final location has been determined for the school's facility.

T.H.A.'s Vision and Strategy for Community Involvement:

St. Louis has many high quality community service organizations that could provide services that align to the mission and vision of T.H.A. In striving to obtain the ambitious goal of preparing all students for college, the Board of Directors, administration and staff of the school will seek to mitigate the external factors that affect student results in school. Community services will focus on three key areas: academics, ethics, and service.

Service learning is a key piece of T.H.A.'s educational programming. College ready students are not just academically proficient, but also aware of the larger world and their role in initiating positive change in that world. In order to build character, civic responsibility, and global care-takers, all T.H.A. students will engage in service learning opportunities. As stated above in section A-2, T.H.A. will follow the Missouri Department of Elementary and Secondary Education's specific criteria for service learning credit as described in the Missouri Service-Learning Standards. Students in grades 9-12 will be required to perform 150 hours of volunteer service prior to graduation with 100 hours performed in community service and 50 hours performed during the school day as part of the regular course curriculum and as part of T.H.A.'s formal leadership training in advisory. More important than just a graduation requirement, service to others and community is one of the pillars of T.H.A. as we strive to prepare globally-minded young women to become empowered, ethical change agents in their own communities and beyond in organizations like Peace Corps, Teach for America, and other local and global community leadership organizations.

In line with the philosophy of being a school informed by data, the success of T.H.A.'s service learning program will be determined by pre and post assessments given to students and community partners. These assessments will be evaluated over the course of the year and over several years to measure such positive student characteristics like awareness of the community, sense of civic responsibility, unselfishness, honesty, integrity, and responsibility.

Four-Year College and/or University Affiliation:

T.H.A. looks forward to close relationships with several different colleges and universities in the St. Louis region. There are several possibilities for collaboration and affiliation including mentoring, tutoring, and community service, service-learning projects, and student teaching.

T.H.A.'s graduation requirements will align with the University of Missouri requirements for incoming freshmen. Understanding that those requirements may change over time, T.H.A. will continue to communicate with its sponsoring university to ensure that this standard is always in alignment. Additionally, T.H.A. will work closely with local college and university Departments of Education to facilitate university student teachers and student volunteers. The mission, vision, and culture of T.H.A. will give college students a unique experience working at a highly successful urban all-girls charter school.

Agreements for such partnerships with the local college and universities are not yet in place. Preliminary conversations will take place during the pre-operational year to finalize the details of such an arrangement.

Community Partnerships

T.H.A. recognizes the vital nature of partnering with families and community members to make the school's mission a sustainable reality. The founding team has already begun reaching out to community stakeholders in the Tower Grove South and East neighborhoods, The Hill Business Association, Benton

Park Neighborhood Association, Soulard Neighborhood, Lafayette Neighborhood, Carondelet Neighborhood Association, Hill 2000 Neighborhood, Lindenwood Neighborhood Association, and Southampton Neighborhood Association, which have thriving business districts and active citizenry. In addition to meeting with community leaders, such as aldermen, state senators and representatives, clergy, and business owners, T.H.A. looks to establish partnerships with local organizations that can provide support and programming for students and families. Some of these organizations may lead to impactful service opportunities for the betterment of the community as a whole and which will empower the young women of T.H.A. to feel they can and do make a difference when they recognize a need in the community, develop a plan to make a change or get involved, and then see that plan through to the end.

T.H.A. recognizes that many urban children often deal with personal and social issues as a result of lack of education, family structure, and/or peer pressures. There will also be a part of our student population that has physical limitations and/or educational challenges. In order to give our students the opportunity to develop a better sense of self, we will team with various qualified organizations such as Small Animal and Farm Therapy Association (SAFTA) to promote healing and break the negative cycle created by lack of education, mental disorders, and physical disabilities. For a list of potential community partnerships, please see **APPENDIX O**.

C: BUSINESS PLAN

C.1. Budget

Tessera Hall Academy (T.H.A.) will have start-up funds from private donors, fundraisers and various grants. T.H.A. anticipates a \$210,000 beginning cash balance from these sources by May 2016. At present, T.H.A. has secured \$41,000 of start-up funds with a pledge of up to \$40,000 in future matching donations. T.H.A. has identified the following potential funders to approach for start-up funds: Ameren Charitable Trust, \$50,000; Biggs Family Charitable Foundation, \$3,000; Boeing Company Global Corporate Citizenship, \$25,000; Caleb C. and Julia W. Dula Educational and Charitable Foundation, \$25,000; Dana Brown Charitable Trust, \$25,000; Dunagan Foundation, Inc., \$15,000; Emerson Charitable Trust, \$100,000; Employee Community Fund of Boeing - St. Louis, \$10,000; Enterprise Holdings Foundation, \$10,000; Equifax Foundation, \$5,000; Horncrest Foundation, \$5,000; Hutton & Jost Memorial Trust, \$25,000; JSM Charitable Trust, \$50,000; Local Initiatives Support Corporation, \$10,000; Monsanto Fund, \$20,000; Norman J. Stupp Foundation, \$7,500; Saigh Foundation, \$15,000; Spirit of St. Louis Women's Fund, \$20,000; Stupp Bros. Bridge & Iron Co. Foundation, \$5,000; Trio Foundation, \$15,000; U.S. Bancorp Foundation, \$35,000; and Women's Foundation of Greater Saint Louis, \$5,000 for a total of \$480,500. In addition to donors, we are able to secure a private loan for \$100,000 over 2 years. The funds are included in debt service in the budget.

Teachers will be hired at a ratio of 20:1 in order to make sure that every student gets attention and education as stated in our mission. Salaries are based on the St. Louis Public Schools Teacher Salaries Scale for 2013-2014. The first year of operation teachers will be paid the equivalent salary of a SLPS teacher with 0-3 years of service, with a 2% increase per year.

There will be no credited Practical Arts, Fine Arts or Physical Education (PE) courses the first two years; however, Fine Arts and PE will be available through participation in clubs. All three curricular programs will be added the third year of operation.

Enrollment and operational expenses are tied into the 5 year budget (**APPENDIX P**) in the workbook. The Cash Flow (**APPENDIX Q**) is also contained as a Budget worksheet.

An Operations Manager will be hired to oversee management of the facility and support staff. Admissions and recruitment will be handled by the Board of Directors, Founders, Principal, Dean of Students and Business Office the first year. The second year a position will be created to handle Admissions and Recruitment. The third year, a Development person will be hired.

The budget takes into consideration a lease and/or debt repayment amount of \$152,000 per annum. A facility will be purchased for no more than \$1.5 million at an interest rate of 6% over fifteen years. The facility will be at least 35,000 sq. ft. Operation of Plant Services (2541): school will rent facility in years 1 and 2 projected at 1250 sf/student at \$5/sf. Operational costs at \$5/square foot. School will contract maintenance staff. The budget allows for the purchase of a building at \$16 per square foot. An aggressive search will be conducted to find an existing school building in one of the zip codes in which the school plans to serve. There are a number of St. Louis Public School buildings for sale and it is anticipated that a few parochial schools will become available in the next few years. Some of the facilities on the list to be considered are; Shepard School at 3450 Wisconsin St. John the Baptist at 4626 Delor, and Immaculate Heart of Mary at 4092 Blow, Southwest Baptist School 6401 Scanlan, and St. Mary Magdalen 4911 Sutherland. These are examples of the type of school buildings available within

our price range that can be reasonably renovated to suit our needs. All contents of the school (desks, chairs, cabinets, etc.) will be purchased used as stated in our budget. Other than salaries, the primary immediate expenditures will be computer networking, maintenance, textbooks, and insurance. We have a donor for a phone system and installation.

C.2. Financial Management

T.H.A. will have an aggressive and conscientious attitude towards keeping unnecessary spending to a minimum without sacrificing the quality of education. A Finance Committee (sub-committee of the Board) will be appointed by the Board with members being composed of those from the Board with a financial background including at least one Certified Public Accountant. The budget will be submitted by the Operations Manager and Principal to the Finance Committee. After approval by the sub-committee, the budget will be submitted to the Board. The Operations Manager using financial reporting software will manage the Board approved budget, track purchases and provide all reports to the school board. In addition, data will be submitted to DESE with the assistance of the school's Administrative Assistant. There will be a Request For Proposal on all contractual services, vetted by the Board and the Sponsor.

The Principal, Operations Manager, Administrative Assistant, and Admissions Director will be required to attend the Missouri Student Information System (MOSIS) training sessions and webinars. All procedures will be reviewed periodically by the Finance Committee of the Board. A modified accrual based accounting system as recognized by the Missouri Financial Accounting Manual, and conforming to Generally Accepted Accounting Principles (GAAP) will be used.

T.H.A. will either perform in-house or contract with a financial services company to track the Free and Reduced Lunch Program for purposes of enrollment, submission of forms, and reconciliation. Special Education and English proficient enrollment, submission of forms and reconciliation will also be handled by the Administrative Assistant and relevant faculty with oversight from the Financial Committee and the Board.

An annual audit will be conducted by an independent firm and submitted in a timely manner to all government authorities. The audit will be made public according to Missouri statute section 165.121.5(3), RSMo.

C.3. Facility

- 20 classrooms - 700 to 800 square feet each.
- 2 science labs and science lecture area totaling 1600 square feet.
- Media/Computer lab and a computer lab at 1000 square feet.
- Art room – 1000 square feet
- Music Room- 1500 square feet
- Gym – 5000 square feet
- Cafeteria – 3000 square feet
- Office space -1000 square feet
- Library – 700 square feet

The facility will have ample parking and ideally green space. If the building is multiple stories it will require an elevator to be ADA compliant. Being mindful of our student body, a location conducive to young adults will be a priority. It will fit the needs of their academic and extracurricular student life.

There are school buildings available and it is anticipated that the number will increase in the next few years. It is preferred that a building be acquired through a lease to purchase agreement. Most school buildings on the market at present are being sold for less than one million.

C.4. Transportation

T.H.A. does not intend to provide transportation to or from school, except in those cases where it is deemed necessary by an Individualized Education Plan or as a McKinney-Vento eligible student. In those special cases, an individualized plan will be developed with the parents/guardians, Alternative Education Coordinator, and the T.H.A. Board to provide safe, reliable, cost-effective transportation on an individual basis based on the needs of the student.

C.5. Insurance

Tessera Hall Academy will obtain insurance coverage as follows:

Directors' and Officers' Liability
 Commercial General Comprehensive Liability - \$2,000,000 aggregate
 Educators' Legal Liability - \$1,000,000
 Employment Practices Liability - \$1,000,000
 Sexual Abuse Liability - \$1,000,000
 Automobile Liability - \$1000,000 Excess Liability or Umbrella - \$10,000,000
 Workers Compensation Liability
 School Board Errors & Omissions (Directors & Officers) - \$1,000,000
 Surety bond for the school's Controller and Principal

Funds are contained in the school budget and based on a preliminary quote from the Bowersox Agency. We will seek price quotes for insurance from several providers closer to the school open date.

C.6. Closing Procedures

The Board of Directors and staff of Tessera Hall Academy understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. If closure of Tessera Hall Academy is determined necessary, for any reason, T.H.A.'s Board of Directors will work with our charter sponsor and school management to ensure the orderly closure of the school to protect the best interests of displaced families and staff with a focus on assisting successful transitions for all parties involved. Some actions necessary for orderly school closure will take place within one week of the decision to close, some will be completed within 30 days of the decision to close, and others will be ongoing until the school closure is complete. Refer to the School Closure Checklist in APPENDIX R that maps the timing of activities which range from actions taken immediately following a decision to close through final closure activities. The key categories of tasks are summarized below, and fully detailed in the Checklist.

1. Immediate Tasks (immediately and up to one week of the decision to close): A Transition Team dedicated to ensuring the smooth transition of students and staff and to close down the school's business will be formed. We recognize that complete closure information will not be available immediately, but in keeping with our organization's value of transparent communications, the Transition Team will notify our students and their parents/guardians, faculty and staff, local school districts, and the State Board of Education of the decision to close the school.

2. Ongoing Activities (through completion of the closure process): The Transition Team will ensure that instruction continues through closure and that school and board operations continue through closure.

3. Pre-Closure Tasks (within 30 days of the decision to close): These consist of priority tasks essential to high-quality and on-time closure of the school and transitions for all parties involved. Actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school, providing detailed closure plan information to parents/guardians, faculty and staff, and notification of creditors, debtors, contractors, vendors, and agencies/organizational partners, as applicable.

4. Post-Closure Tasks (within one week to 120 days after the last day of instruction): Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer of student records, extensive financial reporting (including a closeout audit), formal document records archival and transfer, and submission of final reports to our charter sponsor, DESE and the State Board of Education as applicable. T.H.A.'s Principal is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. T.H.A.'s Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants. In the event that T.H.A. does not meet the performance and organizational requirements of its performance contract with its sponsor, the University of Missouri - St. Louis, resulting in closure; school assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debt. Any remaining, unobligated, state-funded assets shall be returned to the Department of Elementary and Secondary Education for their disposition. Any remaining, federally funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining other assets, including those acquired through documented donations, gifts or grants or other sources, shall be disposed of upon dissolution of Tessera Hall Academy in accordance with the articles of incorporation of T.H.A. and the Missouri Nonprofit Corporation Act.

**TESSERA HALL ACADEMY CHARTER APPLICATION
APPENDIX TABLE OF CONTENTS**

Appendix A: Performance Contract.....	2
Appendix B: Graduation Credit Requirement Grids.....	6
Appendix C: Model Lesson Plans.....	6
Appendix D: Daily Schedule & 2016-17 School Calendar.....	14
Appendix E: Articles of Incorporation.....	17
Appendix F: Corporate By-laws.....	26
Appendix G: Missouri nonprofit corporation documentation.....	40
Appendix H: IRS Documentation.....	41
Appendix I: Declarations of Parent Interest and Community Support.....	49
Appendix J: Board Member Positions and Responsibilities.....	54
Appendix K: Job Descriptions & Responsibilities.....	54
Appendix L: Enrollment Projections & Staffing.....	65
Appendix M: T.H.A. Student Pre-Enrollment Form.....	66
Appendix N: T.H.A. Marketing Timeline.....	71
Appendix O: Potential Community Partnerships.....	72
Appendix P: Budget for the proposed charter term.....	73
Appendix Q: Opening year cash flow analysis.....	78
Appendix R: Closure Policies.....	82
APPENDIX 1: Board Member Resumes, Responses, Background Check forms.....	90

APPENDIX A: PERFORMANCE CONTRACT

University of Missouri, St. Louis
Office of Charter Schools – UMSL College of Education
Tessera Hall Academy Performance Contract 2016-2021

As the official charter school sponsor of Tessera Hall Academy Charter School (Tessera Hall Academy), the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the initial charter term.

Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of the charter, the board of Tessera Hall Academy will:

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

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

that assesses performance based on setting goals, developing policy, and communication.	
3.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes

School Leadership

4. For the term of the charter, the board of Tessera Hall Academy will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

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

Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, Tessera Hall Academy will:

5. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
6. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
7. Meet the minimum 3% fund balance.
8. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Measures /Criteria	Metric
8.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
8.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).

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

Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, Tessera Hall Academy will:

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

Academic Achievement

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. In the first five years of school operation, Tessera Hall Academy will:

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

Measure	Annual Minimum Targets				
For All Tested Subjects	2017	2018	2019	2020	2021
Academic Achievement	Approaching	Approaching	On Track	On Track	On Track
Subgroup Achievement	Approaching	Approaching	On Track	On Track	On Track

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

Additional MSIP5 Targets

13. In the first five years of school operation, Tessera Hall Academy will meet the following MSIP5 targets:

Measure	Annual Minimum Target				
	2017	2018	2019	2020	2021
Student Attendance	Approaching	Approaching	On Track	On Track	On Track
Overall All APR Score				80%	80%

These goals assume the current state accountability system and structure (MSIP5) is in place through the 2020-21 school year.

Tessera Hall Academy and UMSL agree that substantial failure to meet any of the thirteen (13)

terms of accountability could cause Tessera Hall Academy to be placed on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for closure.

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

The Board of Directors of Tessera Hall Academy approved this contract on August 17, 2015.

In agreement:

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

Date

APPENDIX B: GRADUATION REQUIREMENTS

English	4	9th Grade Lit & Comp, 10th Grade Lit & Comp, American Lit, Required Senior English Elective
History/Social Studies	5	World History, U.S. History, Ethics & Civil Engagement, US Government, Community Service Requirement
Mathematics	4	Algebra I, Geometry, Algebra II, Pre-Calculus or higher math electives
Spanish	2	Two full years of high school Spanish
Science	4	Biology, Chemistry, Physics, Environmental Science
Fine Arts	1	Music, Visual Art, Drama, or Participation in School Play or Art Club
Practical Arts	1.5	Computer, Personal Finance
Physical Education	3.5	Health, Active P.E. or participation in team sports
Total Credits	25	

APPENDIX C : MODEL LESSON PLANS

ELA SAMPLE LESSON PLAN

A lesson plan for grades 6–8 English Language Arts

Which word is it?

Students will determine the meaning of unfamiliar vocabulary words using context clues, a dictionary, and structural analysis within a game format.

Learning outcomes

Students will apply contextual clues to determine the meaning of unfamiliar words.

Teacher planning

Time required for lesson

45 minutes

Materials/resources

- Game Sheets (includes 5 pairs of unfamiliar word choices embedded within sentences)
- Dictionaries
- Highlighter markers, red marking pens
- Clock or timer

Pre-activities

This activity is intended to serve as a follow up to previous lessons focusing on reading using contextual clues, dictionary study, structural analysis and cooperative/team activities.

Activities

1. Begin with the following word written on the board *effulgence*. Ask for volunteers as to this word's meaning. After several oral responses, add the word into the following sentence and write it on the board:
 “Scully's wrinkled face showed grimly in the light of the small lamp he carried. This yellow effulgence, streaming upward, colored only his prominent features, and left his eyes, for instance, in mysterious shadow.”

2. After the sentence has been read, again ask for word. Skilled readers use all the information they have to unlock, or to comprehend the words they may not know. This activity will also serve as an informal group pre-assessment to determine contextual clue and comprehension abilities.
3. Divide class into groups of 3 or 4. Space groups accordingly so group answers are not easily overheard.
4. Provide each group with a “Which Word Is It?” game sheet, dictionary, highlighter pen, and a red marking pen.
5. Provide general instructions for rules of play and purpose of the activity:
In developing vocabulary and comprehension skills, we often use contextual clues to determine meaning of unfamiliar or unknown words. We use all of the words in the text that we do know, to try to make sense of the words we do not know. We also use the parts of words to add to a word’s meaning. The real challenge of this game is to use all of the context clues to determine meaning, but to also use your dictionary skills to determine which of the two word choices would fit most appropriately into the sentence. It is the team’s decision as to strategy of play to use. For example: Who will use the dictionary - one person or will you take turns? Also, will you take turns reading, or will one person in the team be the reader? Finally, you should decide upon a writer and checker for the actual game sheet. All answers must be highlighted on the game sheet for official scoring purposes. The game will be timed for a total of 20 minutes. After 15 minutes of play, a 5 minute warning will be given.
6. After the 5 minute warning time period, call time. Ask that all game sheets are turned over and highlighters placed on desks.
7. Answers are provided by teacher and discussed as teams check for accuracy. Points are scored for each correct word choice given. One person from each team will circle correct answers with red pen.
8. After game sheets, dictionaries and pens are collected, students move back to individual seats.
9. The following statement would be an option as to assessing individual understanding and comprehension relating to context clues and to review/follow up:
"Today we have used tools of intelligence, comprehension and communication to become more skilled in understanding the semantics of the English language."
10. Repeat the sentence and write the word semantics on the board. Ask students to write their definition of semantics. Ask for a few volunteers to give oral definitions to end class. Ask that students turn in written definitions to provide individual assessments.

Assessment

- Student oral responses during large group pre-activity.
- Students’ communication and division of responsibilities in team/small group scenario during game activity.
- Accuracy of vocabulary choices from game sheet vocabulary.
- Written responses to review/follow up activity.

Supplemental information

Depending upon the grade and ability level, vocabulary words, grouping factors, and time constraints, the game format will vary. This activity was developed for students receiving reading remediation in

preparation for EOC and MAP. Also, this game can easily be individualized for classes lacking in abilities needed for team study.

The following is one example of the game sheet utilized with a 20 minute game within a 45 minute, 8th grade reading remediation class:

Which Word Is It?

Rules:

- Use context clues and the dictionary to choose the correct answer.
- Total time play is 20 minutes. After 15 minutes of play, a 5 minute warning will be called.
- When time is called all highlighter pens must be placed down on desks.
- One person from the team will check answers and mark correct answers by circling obviously highlighted answers, if correct, in red pen.
- Team with most correct highlighted answers will be declared WINNER!!

Sentences

1. Briton worked as an (ichthyologist, ornithologist) at the university and enjoyed spending vacation time tracking and sighting rare birds in Everglades.
2. Mr. Smith enjoyed teaching biological functions and used an elaborate color (diaphragm, diagram) to display the organs of the respiratory system.
3. Her prolonged eating disorder produced a condition of (anemia, anorexia) in her thin body.
4. Amy began singing as a child and her (fugal, frugal) talents continued to develop as she grew into a talented musician.
5. The recipe called for the yeast to act as a (catalyst, catharsis) for the homemade bread.

Missouri Learning Standards State Standards

Grades 6: L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7: L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 8: L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
-

Mathematics Sample Lesson Plan

Understand ratio concepts and use ratio reasoning to solve problems.

Grade 6

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

Teacher Planning

Materials:

- *Fraction Cards*
- Beans
- Baggies
- Paper
- [Modeling Multiplication of Fractions Sheet](#)
- [Problem with a Dozen Sheet](#)
- Adding machine tape

Additional Resources

- *Fraction Action*, by Loreen Leedy; ISBN 0-8234-1244-X
- *Fraction Fun*, by David A. Adler; ISBN 0-8234-1341-1
- *Piece = Part = Portion*, by Scott Gifford; ISBN 1-58246-102-3
- *The Grizzly Gazette*, by Stuart J. Murphy; ISBN 0-06-000026-0
- *Multiplying Menace: The Revenge of Rumpelstiltskin*, by Pam Calvert; ISBN 1-27091-890-2
- *National Council of Teachers of Mathematics* 1906 Association Drive, Reston VA 20191-1502 (703) 620-9840 <http://nctm.org/>
- *National Council of Supervisors of Math* 6000 E. Evans Ave. #3-205, Denver, CO 80222 (303) 758-9611 <http://www.ncsmonline.org/>

Attachments

- [Modeling Multiplication of Fractions Sheet.pdf](#)
- [Problem with a Dozen.pdf](#)
- [Decimal Sorting Cards.pdf](#)
- [Fraction Sorting Cards.pdf](#)
- [Fraction Picture Sorting Cards.pdf](#)
- [Percent Sorting Cards.pdf](#)
- [Fraction NIM.pdf](#)

Web Sites

- [Rainforest Maths](http://www.rainforestmaths.com/) <http://www.rainforestmaths.com/>

- [Introducing Integers: Number Line Review](http://mathstar.lacoe.edu/newmedia/integers/intro/media/intro_numberlines.html)
http://mathstar.lacoe.edu/newmedia/integers/intro/media/intro_numberlines.html
- [Illuminations: Fraction Game](http://illuminations.nctm.org/ActivityDetail.aspx?id=18) http://illuminations.nctm.org/ActivityDetail.aspx?id=18
- [Introducing Integers](http://mathstar.lacoe.edu/lessonlinks/integers/integers_main.html) http://mathstar.lacoe.edu/lessonlinks/integers/integers_main.html
- [Equivalent Fractions](http://illuminations.nctm.org/ActivityDetail.aspx?id=80) http://illuminations.nctm.org/ActivityDetail.aspx?id=80
- [Futures Channel](http://www.thefutureschannel.com/index.php) http://www.thefutureschannel.com/index.php
- [MathNets](http://www.mathnets.net/) http://www.mathnets.net/
- [National Library of Virtual Manipulatives](http://nlvm.usu.edu/) http://nlvm.usu.edu/

Background for Teachers:

Students should build their understanding of fractions as parts of a whole and as division. They need to see and explore a variety of models of fractions. By using an area model in which part of a region is shaded, students can see how fractions are related to a unit whole, compare fractional parts of a whole, and find equivalent fractions. It is necessary to develop strategies for ordering and comparing fractions, often using benchmarks, such as $\frac{1}{2}$ and 1. Students should understand that between any two fractions, there is always another fraction (Adapted from NCTM, “Principles and Standards for School Mathematics, 2000).

The number line becomes an important model for representing the positions of numbers in relation to benchmarks like $\frac{1}{4}$, $\frac{1}{2}$, and 1. Number line models are helpful in allowing students to compare fractions. For instance, they can decide that $\frac{3}{4}$ is greater than $\frac{2}{5}$ because $\frac{2}{5}$ is less than $\frac{1}{2}$ while $\frac{3}{4}$ is more than $\frac{1}{2}$.

There are many ways to look at multiplying fractions beyond the traditional algorithm. These ideas will lead to deeper conceptual understanding taking students past the memorization of a rule. This lesson will focus two key aspects. First, multiplying fractions can be looked at as repeated addition.

For example:

$$\frac{1}{4} \times 12 = \frac{1}{4} + \frac{1}{4} = \frac{12}{4} \text{ or } 3$$

The second way of looking at multiplication is to see $\frac{1}{4} \times 12$ as one fourth of twelve wholes. The diagram below is divided into four equal groups, one is shaded.



Attachments

- [fraction.gif](#)

Intended Learning Outcomes

- Develop a positive learning attitude toward mathematics.
- Represent mathematical ideas in a variety of ways.

Instructional Procedures:

Invitation to Learn: Let's Talk About Fractions

1. Have the following problem on an overhead transparency or written on the board ready to be uncovered or projected:

“Today is Student Appreciation Day at I.M. Electronics. That means you get $\frac{1}{2}$ off the marked prices on all items. You decide to buy the iPod of your dreams. The price tag reads \$350. While waiting to pay for your iPod you are informed that you are the 100th shopper for the day and will receive an additional $\frac{1}{10}$ off your purchase. What will you end up paying for the iPod?”
2. Discuss with the students their thoughts about what $\frac{1}{2}$ means.
 - a. What does it represent?

- b. What are some everyday examples? (1/2 ton truck, 1/2 off a sale item, 1/2 dozen eggs, etc.). If students give the decimal and fraction equivalent, point out they are correct, but keep the focus more on the fractional representation.
3. Project/uncover the problem and have students work through the problem alone or in small groups.
4. When most students are finished, have a discussion about what they think the correct answer is and HOW they got it. Really focus on the "how".
5. Write student answers on the board/overhead by the problem.
6. Tell them we will be returning to this question at the end math time today.
7. When ready, return to the answers given and discuss methods used to get the answer. Also have several students model their thinking.
8. Conclude by having students write the problem and their method for solving in their math journals.

Part One of Lesson: Multiplication of Fractions with a Model

1. State the content objective for the lesson: Students will be focusing on Standard I, looking at developing number sense with multiplication of rational numbers. Narrow the focus in on Objective 4: Model and illustrate meanings of multiplication. By the end of the lesson, students should be able to model multiplication of fractions with manipulatives and be able to explain the activity to a partner.
2. Ask what happens when you multiply a whole number by a fraction.
3. Pass out a sheet of 8 1/2" x 11" white copy paper and approximately 30 beans to each student. Walk through having the students folding it in half. Then, fold again. Now it is divided into fourths. Ask the students to predict the fractional parts when they fold it again. The paper needs to be folded 4 times. (It should have 16 boxes when opened up)
4. Tell the students they are going to explore twelve different problems by modeling each one with beans and show their work pictorially. Hand out a copy of Modeling Multiplication of *Fractions Sheet* to each student.
5. The first problem is 1/6 of 12 or 1/6 X 12. Model for the students on the overhead. We are trying to find 1/6 of the whole number twelve. Therefore, we need 12 beans. Count out 12. Now, take a closer look at the fraction, 1/6. The denominator represents how many ways we need to share 12, which is 6 shares. Divide the beans into 6 shares, like this: ++ ++ ++ ++ ++ ++. Now, we need to continue to examine the fraction by looking at the numerator, 1. This says how many shares we want, ++. Now students look at how many are in that share: 2.
6. Continue by looking at the next problem: look at whole number, then denominator, and finally the numerator.
7. Have students use beans to model each problem, and then pictorially record the solution.
8. After working on one or two problems together have the students try to model it on their own. Before sharing whole group, have the students discuss strategies and solutions for modeling multiplication of fractions with beans.
9. Continue for the remainder of the problems circulating around the room, asking questions to solidify conceptual understanding:
 - a. Ask the students to explain the model and what each part of the model represents.
 - b. How did this model relate to the traditional algorithm?
 - c. What does it mean to multiply fractions by a whole number?
 - d. Can you make any generalizations?
 - e. Does this relate to any other operation?
10. After most students have completed the problems, ask the students to generate their own problems from the Modeling *Multiplication of Fractions Reference Sheet*. Have a whole class discussion based around their findings and focus on strategies that they used to solve the problems.

Part Two of Lesson: Numbers, LINE UP!

1. Discuss that during this activity students will be focusing on sorting fractions, decimals, and percents on a number line using landmark strategies. If needed review what a "landmark" is.
2. Each student will receive an approximate three-foot length of adding machine tape. Each student will need to measure two and one fourth feet of adding machine tape. This will give students practice with measuring, especially lengths longer than a foot. Place strips horizontally on the desk. Write zero on the left

end of the strip and one on the right end of the strip. Discuss briefly that the strip now represents one unit. This strip will be used to play a game in the next activity. Model the labeling as you go.

3. Have the students fold the right end of their strip over to the left end and crease. Have them open their strip and observe that the crease makes it divided into two equal parts. Have the students write “0/2” under the 0 on the left end, “1/2” on the crease, and “2/2” under the 1 on the right end.
4. Students will be adding percentages to the strip. Discuss what would be the appropriate percentages for zero, one half, and one whole. Now write 0% under the zero, 50% under the 1/2, and 100% under 2/2. Finally, add the decimal equivalents to 0, .5 and 1.
5. Explain that students need a strategy to facilitate examining fractions, decimals and percentages. Explain that they will be using the landmarks of 0%, 50%, and 100%, to approximate where numbers should be placed on a number line. Have students sort the decimals by the following criteria: closest to one, closest to 1/2 or closest to zero. Direct each group to discuss and then write about the method used to sort the cards. As the teacher, focus on what strategies and skills the students are using to place these decimals on the number line. For example, look the decimal .3, that is less than one half because it only has three tenths. It is two tenths away from .5 and 3 tenths away from zero. It is closer to one-half.
6. Now, students will sort the fractions into the same three groups with a small group (3 to 4 students): closest to one, closest to 1/2 or closest to zero. Direct each group to discuss and then write about the method used to sort the cards. As the teacher, focus on what strategies and skills the students are using to place these fractions on the number line. For example, look the fraction 1/5. One is less than half of five, so it will be less than 50%. It is 4/5 away from one whole and 1/5 away from zero. Therefore, it is closer to zero.
7. Continue with the percentages and pictures of fractions. See if students can see the connections between the cards.
8. Have the students discuss how they sorted the cards. Discuss which one was the easiest to sort: decimals, fractions, percentages, or fraction pictures. Now, talk to the students about the accuracy of the placement on the number line. Many students will have found decimals the easiest to order on the number line. Talk about this as another strategy to order numbers on the number line by converting all fractions to decimals. Model the algorithm of converting fractions to decimals.

Part Three of Lesson: Fraction Number Line

1. This activity further expands students thinking on fractions, decimals, and percents and placing them on a number line. Play the game as a class as described below. Then divide into smaller groups to explore more in depth. Use the fractions, decimal, and percentage cards. Use your adding machine tape as labeled in activity two.
2. Mix up the sorted fractions and decimals. Deal out five cards to each player. Clarify that students are placing both fractions and decimals on the number line at the same time.
3. The goal of the game is place as many cards as you can on the number line. There are certain rules to the game: 1) Once a card is placed on the number line, it may not be moved. 2) Cards must be in increasing order from 0% to 100%.
4. Players must have five cards in their hands at all times until there are no more cards in the deck. On a turn, a player has three options: add a card in their hand to the number line, discard an unwanted card and draw another to see if they can play it, or pass if unable to play.
5. Play continues until no players can add to their number line. If you choose, you can have the kids keep track of points as this motivates most students. +1 point of each card placed on the line and -1 point for each card left in each player’s hand.

Curriculum Extensions/Adaptations/ Integration

- Play [Fraction NIM](#)- See explanation on black-line master
- Use the *Numbers, LINE UP!* adding machine strip to discuss probability and list the probability of different events on the same line using sticky notes (i.e. the sun will rise tomorrow- 100%).
- Look at the timelines in the different Ancient cultures: Mesopotamia, Egypt, Greece, and Rome, place the major important events on a number line.
- Examine how the Egyptians looked at fractions. The studies of rational numbers were integral to the building pyramids.

Family Connections

- Have the students play the *Fraction NIM* game at home with the family. Students should explain their mental math strategies to their family.
- Search for a recipe containing fractions. Bring to class to create a delicious fraction recipe book. Have each student take his or her recipe and double, triple and/or quadruple the recipe. Have the students write how much each recipe will serve. Have the students draw the original recipe amounts, then draw the new doubled recipe. For example: $\frac{1}{4}$ cup of flour now is one-half of a cup.
- Research the game of NIM on the Internet. Play the different versions of NIM, using whole numbers and objects.

Assessment Plan:

- Use *Fraction NIM* as a pre-assessment of student's ability to decompose and compose numbers.
- Use the *Problem with a Dozen* activity to assess students understanding (see blackline).
- Use a clipboard to record observations of students' strategies, fluency and ideas throughout the lesson.
- Have students create their own number line and think of five fractions and/or decimals to place on a number line. Exchange papers with a partner. Students discuss their strategies for placing numbers on an open number line.
- Have students write in their journal about how they used the model to multiply fractions. They need to focus on: what does each part of the model mean, how to use the manipulatives, and how to check the accuracy of the answer.

Research Basis

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA.

The National Council of Teachers of Mathematics (NCTM) has been very outspoken about setting high standards and expectations for all students. All students can learn mathematics; just not all students learn in the same way. *The Principles and Standards for School Mathematics (PSSM)* by NCTM sets forth the ideal vision of all students to become mathematically powerful:

A major goal of school mathematics programs is to create autonomous learners, and learning with understanding supports this goal. Students learn more and better when they can take control of their learning by defining their goals and monitoring their progress. When challenged with appropriately chosen tasks, students become confident in their ability to tackle difficult problems, eager to figure thing out on their own, flexible in exploring mathematical ideas and trying alternate solution paths, and willing to persevere. (NCTM, 2000 p. 21).

Brooks, J. G., & Brooks, M. G. (1993). *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

According to the constructivist theorists, learning occurs when connections are made with prior knowledge. One tenet of the theory of constructivism focuses on connecting mathematical ideas to promote understanding so that students can apply that knowledge to new topics and to solve unfamiliar problems. Deeper understandings are developed through the construction of relationships like those found in fractions, decimals, and percentages. Only through making these connections in mathematical topics can students develop deeper conceptual understanding.

APPENDIX D: DAILY SCHEDULE & SCHOOL CALENDAR

Morning (AM)	
7:30-8:30	First Period (first 10 min. for morning announcements)
8:35-9:25	Second Period
9:30-10:20	Third Period
10:25-11:15	Fourth Period
11:20-11:50	Lunch
Afternoon (PM)	
11:55-12:15	Advisory Period
12:20-1:10	Fifth Period
1:15-2:05	Sixth Period
2:10-3:00	Seventh Period
3:00-4:00	Clubs, Extracurricular, Study Help Sessions

Sample Daily Schedule by grade/section (first year)

Red Day = 6th Gr Spanish/7th Gr Study Skills/Study Hall

White Day = 7th Gr Spanish/6th Gr Study Skills/Study Hall

7:30-8:30	6A English	7A English	6B History	7B History	6C Science	7C Science	6D...Math	7D.....Math
Period 1	English Teacher #1	English Teacher #2	History Teacher #1	History Teacher #2	Science Teacher #1	Science Teacher #2	Math Teacher #1	Math Teacher #2
8:35-9:25	6A History	7A History	6B Science	7B Science	6C Math	7C Math	6D English	7D English
Period 2	History Teacher #1	History Teacher #2	Science Teacher #1	Science Teacher #2	Math Teacher #1	Math Teacher #2	English Teacher #1	English Teacher #2
9:30-10:20	6A Spanish	7A Study Hall	6B Math	7B Math	6C English	7C English	6D History	7D History
Period 3	Spanish Teacher #1	Principal	Math Teacher #1	Math Teacher #2	English Teacher #1	English Teacher #2	History Teacher #1	History Teacher #2
10:25-11:15	6A Science	7A Science	6B English	7B English	6C History	7C History	6D Spanish	7D Study Hall
Period 4	Science Teacher #1	Science Teacher #2	English Teacher #1	English Teacher #1	History Teacher #1	History Teacher #2	Spanish Teacher #1	Principal
11:20-11:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:55-12:15	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
12:20-1:10	6A Math	7A Math	6B Spanish	7B Study Hall	6C Math Workshop Science Teacher #1	7C Math Workshop Science Teacher #2	6D Writing Workshop	7D Writing Workshop
Period 5	Math Teacher 1	Math Teacher 2	Spanish Teacher 1	Principal			History Teacher #1	History Teacher #2
1:15-2:05	6A Writing Workshop	7A Writing Workshop	6B Math Workshop	7B Math Workshop	6C...Spanish	7C Study Hall	6D Science	7D Science
Period 6	English Teacher #1	English Teacher #2	Math Teacher #1	Math Teacher #2	Spanish Teacher #1	Learning Specialist	Science Teacher #1	Science Teacher #2
2:10-3:00	6A Math Workshop	7A Math Workshop	6B Writing Workshop English Teacher #1	7B Writing Workshop English Teacher #2	6C Writing Workshop	7C Writing Workshop	6D Math Workshop	7D Math Workshop
Period 7	Math Teacher #1	Math Teacher #2			History Teacher #1	History Teacher #1	Science Teacher #1	Science Teacher #2

Sample Daily Schedule by Teacher (First year)

Period	English Teacher #1	English Teacher #2	History Teacher #1	History Teacher #2	Science Teacher #1	Science Teacher #2	Math Teacher #1	Math Teacher #2	Spanish	Principal	Learning Spec.	Adm. Asst.
1	6A English	7A English	6B History	7B History	6C Science	7C Science	6D Math	7D Math	Free			
2	6D English	7D English	6A History	7A History	6B Science	7B Science	6C Math	7C Math	Free			
3	6C English	7C English	6D History	7D History	Free	Free	6B Math	7B Math	6A/7A Spanish	6A/7A Study Hall		
4	6B English	7B English	6C History	7C History	6A Science	7A Science	Free	Free	6D/7D Spanish		6D/7D Study Hall	
Lunch												
Adv.	6	7	6	7	6	7	6	7	6	6	7	7
5	Free	Free	6D Writing Workshop	7D Writing Workshop	6C Math Workshop	7C Math Workshop	6A Math	7A Math	6B/7B Spanish	6B/7B Study Hall		
6	6A Writing Workshop	7A Writing Workshop	Free	Free	6D Science	7D Science	6B Math Workshop	7B Math Workshop	6C/7C Spanish		6C/7C Study Hall	
7	6B Writing Workshop	7B Writing Workshop	6C Writing Workshop	7C Writing Workshop	6D Math Workshop	7D Math Workshop	6A Math Workshop	6B Math Workshop	Assist with writing workshops as needed			

Proposed 2016-17 School Calendar - Total Instructional Days = 180**Semester 1: 85 days****August 2016 (Total School Days = 10)**

8/18 First day of school

September 2016 (Total School Days = 20)

9/5 No school – Labor Day

9/23 No school – Faculty Meeting/Development Day

October 2016 (Total School Days = 19)

10/27 Early Dismissal 1pm - Parent Teacher Conferences 1:30pm-9:00pm

10/28 No School - Faculty Meeting/Development Day

November 2016 (Total School Days = 19)

11/23 No School – Thanksgiving break (Faculty Meeting/Professional Development)

11/24 No School – Thanksgiving Break

11/25 No School – Thanksgiving Break

December 2016 (Total School Days = 17)

12/23 No School – Winter Break

12/26 No School – Winter Break

12/27 No School – Winter Break

12/28 No School – Winter Break

12/29 No School – Winter Break

12/30 No School – Winter Break

Semester 2: 95**January 2017 (Total School Days = 19)**

- 1/2 No School – Winter Break
- 1/3 Classes Resume
- 1/16 No School – MLK Day
- 1/27 No School – Faculty Meeting/Professional Development

February 2017 (Total School Days = 18)

- 2/20 No School – President’s Day
- 2/24 No School – Faculty Meeting/Professional Development

March 2017 (Total School Days = 17)

- 3/24 No School - Spring Break - Faculty Meeting/Professional Development
- 3/27 No School - Spring Break
- 3/28 No School – Spring Break
- 3/29 No School – Spring Break
- 3/30 No School – Spring Break
- 3/31 No School – Spring Break

April 2017 (Total School Days = 18)

- 4/17 No School – Day of Service for Students & Faculty (Family Day)
- 4/28 No School – Faculty Meeting/Professional Development
Snow Day make-up if needed

May 2017 (Total School Days = 21)

- 5/26 No School – Faculty Meeting/Professional Development
Snow Day Make-Up if needed
- 5/29 No School – Memorial Day

June 2017 (Total School Days = 2)

- 6/2 Last day of school
- 6/5 Snow day make-up if needed
- 6/6 Snow day make-up if needed
- 6/7 Snow day make-up if needed
- 6/8 Snow day make-up if needed

APPENDIX E: ARTICLES OF INCORPORATION



State of Missouri
Jason Kander, Secretary of State

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

Articles of Incorporation of a Nonprofit Corporation

(Submit with a filing fee of \$25.00)

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

1. The name of the corporation is Service Ethics Academics (SEA) Academy
2. This corporation is a Public Public or Mutual Benefit Corporation.
3. The period of duration of the corporation is Perpetual
"Perpetual" unless stated otherwise
4. The name and street address of the Registered Agent and Registered Office in Missouri is:

<u>Patricia Acquisto</u>	<u>6373 Smiley Avenue</u>	<u>St. Louis, MO 63139</u>
<small>Name</small>	<small>Address</small>	<small>City/State/Zip</small>
5. The name(s) and address(es) of each incorporator:

<u>Patricia Acquisto</u>	<u>6373 Smiley Avenue</u>	<u>St. Louis, MO 63139</u>
<u>Jane F. Keuss</u>	<u>5526 Aberdour Lane</u>	<u>St. Louis, MO 63129</u>
6. Will the corporation have members? YES NO
7. The assets of the corporation will be distributed on dissolution as follows: _____
Please see attached document
8. The corporation is formed for the following purpose(s): _____
Please see attached document
9. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: _____
(Date may not be more than 90 days after the filing date in this Office)

(Please see next page)

Name and address to return filed document:	
Name:	<u>Patricia Acquisto</u>
Address:	<u>6373 Smiley Avenue</u>
City, State, and Zip Code:	<u>St. Louis, MO 63139</u>

Corp. 52 (01/2012)

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

Must be signed by all Incorporator(s):

	Patricia Acquisto	3/20/13
	Jane F. Keuss	3/20/13
<small>Signature</small>	<small>Printed Name</small>	<small>Date Signed</small>

Articles of Incorporation for a Nonprofit Corporation:
Service Ethics Academics (SEA) Academy

7. 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, dispose of all the assets of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for one or more exempt purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding section of any future federal tax code), wherein the primary purpose of the organization or organizations shall be to educate young women from the city of St. Louis in a single-gender environment where the central focus is placed on preparation for college enrollment and graduation or shall be distributed to the federal government, or to state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. In no event shall any of such assets or property be distributed to any director or officer, or any private individual.

8. The Corporation is operated exclusively for charitable and educational purposes and the promotion of social welfare within the meaning of Section 501(c)(3). The Corporation aims to promote the common good and general welfare of the community by educating young women from the city of St. Louis by creating a learning community where students achieve academic excellence in a rigorous college prep curriculum; teachers, parents and students work together to empower young women to become self-confident leaders and contributors in a global society; students collaborate in the construction of understanding through reflective inquiry and analytical thinking; students become ethical, responsible women responsive to the needs of others and each student is empowered to find the successful woman inside herself.

The primary activities of the Corporation shall not include participation in or intervention in any political campaign on behalf of or in opposition to any candidate for public office, nor will the Corporation engage in any substantial legislative activity, such as the support or opposition of any legislation.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed 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 to qualified persons (other than its directors, officers, and employees or their immediate families) in furtherance of the purposes set forth herein.

Furthermore, the Corporation shall not directly or indirectly carry on any other activities not permitted to be carried on by Corporations exempt from Federal Income Tax under Section 501(c)(3) of the Code (or corresponding provisions of any future United States Internal Revenue law).

State of Missouri



Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Service Ethics Academics (SEA) Academy
N01301073

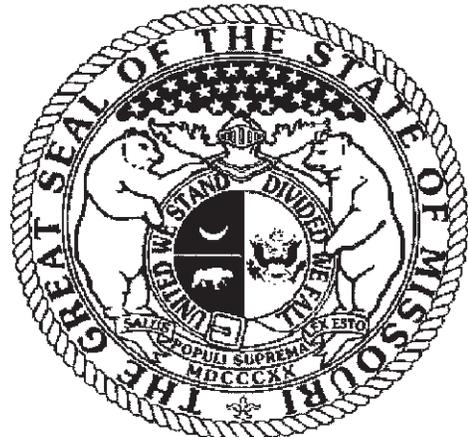
have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

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

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
22nd day of March, 2013.

A handwritten signature in cursive script, appearing to read "Jason Kander", is written over a horizontal line.

Secretary of State





State of Missouri

Jason Kander, Secretary of State

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

N01301073 20
Date Filed: 7/2/2015
Jason Kander
Missouri Secretary of State

Articles of Amendment
for a Nonprofit Corporation
(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: Service Ethics Academics (SEA) Academy
Name Charter Number

2. The amendment was adopted on 6/19/2015 and changed article(s) Name Change to state as follows:
month/day/year
Name is officially changed from Service Ethics Academics (SEA) Academy to Tessera Hall Academy.

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5): [X]

4. If approval by members was required, check here and provide the following information: []

- A. Number of memberships outstanding:
B. Complete either C or D:
C. Number of votes for and against the amendments(s) by class was:

Table with 4 columns: Class, Number entitled to vote, Number voting for, Number voting against

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Table with 2 columns: Class, Number Voting undisputed:

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained: [X]

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

Patricia Acquisto PATRICIA ACQUISTO PRES. 6/26/15
Authorized signature of officer or chairman of the board Printed Name Title Date

Name and address to return filed document:
Name: Tessera Hall Academy
Address: 6373 Smiley Ave.
City, State, and Zip Code: St. Louis, MO 63139

ORI-07082015-1989 State of Missouri
No of Pages 1 Page
Amend/Restate - Non-Profit

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT

WHEREAS,

Tessera Hall Academy
N01301073

Formerly,

Service Ethics Academics (SEA) Academy

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended 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 2nd day of July, 2015.

Jason Kander
Secretary of State





State of Missouri
Jason Kander, Secretary of State
 Corporations Division
 PO Box 778 / 600 W. Main St., Rm. 322
 Jefferson City, MO 65102

N01301073²²
Date Filed: 8/25/2015
Jason Kander
Missouri Secretary of State

**Articles of Amendment
 for a Nonprofit Corporation**

(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is Tessera Hall Academy Charter #: N01301073

2. The amendment was adopted on: 8/20/2015 and changed article(s) 7 To state as follows:
Month/day/year

7. Upon dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all legal liabilities of the Corporation, shall return all assets purchased with state or federal dollars to the Missouri Department of Elementary and Secondary Education and dispose of all remaining assets of the Corporation to one or more organizations which are organized and operated exclusively for one or more exempt purposes within the meaning of §501(c)(3) of the Code (or the corresponding section of any future federal tax code), wherein the primary purpose of the organization or organizations shall be to educate young women from the city of St. Louis in a single gender environment where the central focus is placed on preparation for college enrollment. In no event shall any such assets or property be distributed to any director or officer, or any private individual.

New Name (if applicable) _____

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding _____
- B. Complete either C or D:
- C. Number of votes for and against amendment(s) by class was:

Class:	Number entitled to vote:	Number voting for:	Number voting against:
_____	_____	_____	_____

D. Number of undisputed votes cast for amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____

The number of votes cast in favor of the amendments(s) by each class was sufficient for approval by that class.

5. If the corporation is a public benefit corporation, notice has been given to the attorney general as required by subsection 1 of section 355.676. Check here:

6. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

7. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: _____

(Date may not be more than 90 days after the filing date in this office)

Name and address to return filed document:	
Name:	<u>SEA</u>
Address:	<u>Email: patacquisto@sbcglobal.net</u>
City, State, and Zip Code:	_____

Articles of Amendment of a Non-Profit Corporation

In Affirmations thereof, the facts state above are true and correct.

(The undersigned understands that false statement made in this filing are subject to the penalties provided under Section 575.040, RSMo)

<u>Patricia Acquisto</u>	<u>PATRICIA ACQUISTO</u>	<u>OFFICER</u>	<u>08/25/2015</u>
<i>Authorized Signature of officer or chairman of the board</i>	<i>Printed Name</i>	<i>Title</i>	<i>Date of Signature</i>

7. Upon dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all legal liabilities of the Corporation, shall return all assets purchased with state or federal dollars to the Missouri Department of Elementary and Secondary Education and dispose of all remaining assets of the Corporation to one or more organizations which are organized and operated exclusively for one or more exempt purposes within the meaning of §501(c)(3) of the Code (or the corresponding section of any future federal tax code), wherein the primary purpose of the organization or organizations shall be to educate young women from the city of St. Louis in a single gender environment where the central focus is placed on preparation for college enrollment. In no event shall any such assets or property be distributed to any director or officer, or any private individual.

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT

WHEREAS,

Tessera Hall Academy
N01301073

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended 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 25th day of August, 2015.


 Secretary of State



Appendix F: By-Laws**TESSERA HALL ACADEMY (T.H.A.) CHARTER SCHOOL
BY-LAWS****ARTICLE 1
NONPROFIT PURPOSES****SECTION 1.1 NONPROFIT PURPOSES**

Tessera Hall Academy (T.H.A.) (hereinafter “the Corporation”) is incorporated as a Public Benefit Corporation according to its Nonprofit Articles of Incorporation as filed with the State of Missouri on March 20, 2013 and amended on June 19, 2015 and August 20, 2015 filed and registered with the Secretary of State of the State of Missouri on March 22, 2013. The Corporation is organized exclusively for educational purposes and such other purposes that are described under section 501(c)(3) of the Internal Revenue Code.

The Corporation is organized and shall be operated to at all times comply with Section 501(c)(3) of the Internal Revenue Code, the Missouri Nonprofit Corporation Act, RMSO Chapter 355, the Missouri Public Charter Schools laws, RMSO Section 160.400, and any other federal, state and local laws to qualify it for nonprofit, tax-exempt status as a public charter school.

SECTION 1.2 THE CORPORATION’S PURPOSE

The founders’ vision for T.H.A. is to create an inclusive, equitable and intellectually rigorous culture where knowledge is built through experience. Students and staff are expected and empowered to reach their full potential. It is T.H.A.’s goal to be an innovative model for other schools and a leader within the larger educational community.

The mission of T.H.A. is to prepare students in a single-gender (all-girls) high school to be college or career ready by engaging them in a rigorous college-preparatory curriculum and by emphasizing the importance of sound ethics and community service.

SECTION 1.3 AUTHORITY

The Corporation shall have all of the authority necessary to achieve its responsibilities, and shall be permitted to do all things which can be done by non-stock, not-for-profit corporations organized under the laws of the State of Missouri.

SECTION 1.4 ACTIONS OF THE CORPORATION

The Corporation shall act through actions of the Corporation’s Board of Directors, officers, employees, and agents. These Bylaws will establish respective lines of authority and describe which actions are appropriate for each corporate category. Certain actions, to be final and binding, may require the approval of another corporate category.

SECTION 1.5 CORPORATE DISSOLUTION

If the Board of Directors has recommended and approved the dissolution of the Corporation, the Board of Directors, after paying or making provision for the payment of all legal liabilities of the Corporation, shall return all assets purchased with state or federal

dollars to the Missouri Department of Elementary and Secondary Education and dispose of all remaining assets of the Corporation to one or more organizations which are organized and operated exclusively for one or more exempt purposes within the meaning of §501(c)(3) of the Code.

**ARTICLE 2
OFFICE**

The Corporation shall have and continuously maintain in the State of Missouri a registered office and registered agent whose office address is identical with such registered office, and may have other offices within or without the State of Missouri as the Board of Directors may from time to time determine. The address of the registered agent need not be the same as the principal office of the Corporation.

**ARTICLE 3
DIRECTORS
SECTION 3.1 POWERS**

The Board of Directors (the "Board") shall, or it may direct others to, conduct the activities and affairs of the Corporation. The Board shall exercise all corporate power unless delegated according to Section 3.2.

SECTION 3.2 NUMBER

The Corporate Board of Directors shall consist of not less than seven (7) and not more than eleven (11) persons.

SECTION 3.3 QUALIFICATIONS

Candidates for membership on the Board of Directors shall have as basic qualifications: personal and professional competency, a passion for the purpose of the Corporation and a willingness to participate fully in the advancement of this purpose.

SECTION 3.4 TERMS OF OFFICE

Each director shall serve for a one (1) year term unless removed by the Board of Directors in accordance with Section 3.6 and may be reelected for no more than four (4) consecutive terms. The terms of the directors shall be staggered such that, as near as possible, an equal number of directors will be appointed in each year. Directors shall hold office until their successors have been appointed.

SECTION 3.5 ELECTION OF DIRECTORS

Directors shall be elected by the Board by majority vote at the annual meeting.

SECTION 3.6 VACANCIES, RESIGNATIONS & APPOINTMENT

Vacancies on the Board due to death, resignation, or other cause may, but need not, be filled through appointment by the Board of Directors. Any director may resign by giving written notice to the Board. The resignation is effective on the date such notice is received unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board. Directors may be removed from office without cause by the vote of two-thirds (2/3) of the directors in office at the time the vote is taken. A vacancy occurs on the Board if the number of directors is fewer than five (5) or such greater number as determined by the Board. The Board shall fill such a vacancy by an election of the Board. If the number of directors in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the directors then in office. A person elected to fill a vacancy on the Board shall hold office until the next annual meeting at which time regular elections of the Board occur.

SECTION 3.7 COMPENSATION

Directors shall serve without compensation in their position as director. Directors may receive reasonable advancement or reimbursement of expenses incurred in the performance of their duties provided that the Board approves such expenses. Notwithstanding the above, upon approval of the Board and subject to the conflict of interest provisions of Article 8, a director may receive: reasonable compensation from the Corporation for other services actually performed, reasonable payment for property received by the Corporation, and reasonable payment of benefits that are in furtherance of the Corporation's purpose.

ARTICLE 4 MEETINGS

SECTION 4.1 ANNUAL MEETING

The annual meeting of the Board of Directors shall be held at the principal office of the Corporation or at such place as may be designated by the Board of Directors, and at such time and date as designated in the notice of the meeting, for the purpose of electing officers and for the transaction of such other business as shall be desirable. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record. The board meetings will be conducted in accordance with the Missouri Sunshine law.

SECTION 4.2 REGULAR MEETINGS

Monthly meetings of the Board of Directors shall be held at a time and day determined by the Board of Directors. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record. The board meetings will be conducted in accordance with Section 4.12 and the Missouri Sunshine law.

SECTION 4.3 SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the President or upon request of 20% of the directors with notice given to interested persons at least 24 hours in advance as provided in Section 4.9. Written notice of any special meeting shall be given to each director by the one calling the meeting at least 24 hours prior to such meeting. A director may waive notice of any special meeting if the waiver is in writing and signed by such director, specifies the reason for which the notice is waived and is filed together with the corporate minutes or records. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record. The board meetings will be conducted in accordance with Section 4.12 and the Missouri Sunshine law.

SECTION 4.4 EMERGENCY MEETINGS

Emergency meetings may be called by the President or 20% of the directors with less than 24 hours notice only if an actual emergency exists which would not permit the meeting to be a Special Meeting. The minutes of the meeting must describe the emergency justifying less than 24 hours notice. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record. The board meetings will be conducted in accordance with Section 4.12 and the Missouri Sunshine law.

SECTION 4.5 EXECUTIVE SESSION

The Board may meet in an executive session during which all or part of the meeting is closed to the public for deliberation on certain matters listed below. Notice of such executive session shall be given to interested persons in accordance with Section 4.6, provided that the statutory authority for such executive session is referenced in the notice. No executive session may be held for purpose of taking any final action or making any final decision, although a consensus may be reached by the Board in executive session. Per Missouri Revised Statutes, Section 610.021, the Board may meet in executive session for the following matters:

- (a) To consider employment of officer, employee, staff member or agent if:
- (1) the job has been publicly advertised;
 - (2) regular procedures for hiring have been adopted; and
 - (3) there is an opportunity for public input into the employment of an officer.
- Otherwise, the meeting must be open to all interested parties.

(b) To consider dismissal, discipline or complaints/charges against an officer, employee, staff member or agent unless the individual requests an open meeting.

(c) To conduct deliberations with persons the Corporation has designated to carry on labor negotiations.

(d) To conduct deliberations with persons the Corporation has designated to negotiate real property transactions.

- (e) To consider records that are exempt from disclosure under the Public Records Law, including written advice from the Corporation's attorney which is protected by attorney-client privilege.
- (f) To consider preliminary negotiations regarding trade or commerce in which the Corporation is in competition with other states or nations.
- (g) To consult with the Corporation's attorney regarding legal rights and duties in regard to current litigation or likely litigation.
- (h) To review and evaluate the employment performance of an officer, employee or staff member pursuant to standards, criteria and policies adopted at an open meeting unless the person requests an open meeting.
- (i) To carry on negotiations with private persons or businesses regarding proposed acquisition, exchange or liquidation of public investments.
- (j) To consider student expulsions and confidential medical records of students.

SECTION 4.6 NOTICE

Written notice of all Board meetings shall be mailed by first class mail or delivered to each director at least five (5) days before the date of the meeting, which notice shall, in the case of special meetings, state generally the nature of the business to be taken up at the meeting. Alternately, any written notice that is to be delivered to a director pursuant to these Bylaws may be delivered by electronic mail (e-mail), provided that the Secretary has received the consent of the director to such form of delivery.

SECTION 4.7 WAIVER OF NOTICE

The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except when a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened and the director provides his or her objection in writing to the Secretary.

SECTION 4.8 QUORUM FOR MEETINGS

A quorum consists of a majority of directors holding office immediately prior to any meeting. A director is considered present if by use of any means of communication, all directors participating may simultaneously hear each other during the meeting. No decisions requiring Board action shall be made by the Board at any meeting at which the required quorum is not present. In the event fewer directors than a quorum are present, the remaining directors may upon a simple majority adjourn the meeting to another day and/or time. Notice of the reconvened meeting shall be given to each director and interested persons as provided in this Article.

SECTION 4.9 USE OF COMMUNICATION EQUIPMENT

Any or all members of the Board may participate in a meeting of the Board by or through the use of any means of communication by which either of the following occurs: (i) all participating Board members may simultaneously hear each other during the meeting, or (ii) all communication during the meeting is immediately transmitted to each participating Board member, and each participating Board member is able to immediately send messages to all other participating Board members. A Board member participating in such a meeting is deemed to be present in person at the meeting.

SECTION 4.10 VOTING

The Board will model ethics and promote a cooperative, consensus-driven decision-making process; however, all decisions will be made by majority vote. Voting by proxy is not permitted. At any meeting at which a quorum is present, the affirmative vote of a majority of the directors present is the act of the Board unless these Bylaws or Missouri law establish a greater voting requirement.

In addition, in the following circumstances, the Missouri Nonprofit Corporations Act requires a vote of the majority of directors in office at the time the vote is taken:

- (a) to establish committees to exercise board functions as provided in Section 3.2,
- (b) to amend the Articles of Incorporation as provided in Section 11.1,
- (c) to sell assets not in the regular course of business,
- (d) to merge,
- (e) to dissolve and
- (f) in the case of conflicts of interest, a majority of directors in office who have no direct or indirect interest in the transaction will be considered a majority, as provided in the policies of Article 8.

A director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless the director’s objection or abstention to the vote is entered into the minutes of the meeting or the director delivers written notice of such objection or abstention to the Secretary immediately after adjournment of the meeting.

SECTION 4.11 CONSENT ACTION

Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof.

SECTION 4.12 PUBLIC MEETING LAW – NOTICE AND OTHER REQUIREMENTS

Meetings of the Board shall comply with Missouri Public Meeting Law as set forth in RSMO sections 610.010 to 610.200 and referenced in these Bylaws. The Board shall

provide for and give public notice reasonably calculated to give actual notice to interested persons, including the news media, which have requested notice of the time, place and principal subjects to be considered at the meeting. Notice may be mailed, faxed, e-mailed or telephoned and may be given through press releases, mailing lists and, websites or bulletin boards to interested persons. All meetings shall be open to the public (except in the case of executive sessions as described in Section 4.5), accessible to the disabled and held within the geographic boundaries of the Corporation.

ARTICLE 5

OFFICERS

SECTION 5.1 ELECTION OF OFFICERS

The Corporation shall have a President, Vice-President, Secretary and Treasurer as elected by the Board. Any two or more of the said offices may be held by the same person concurrently. The officers shall be elected by the Board of Directors at the Board's annual meeting, and shall hold office for a period of one (1) year (with the exception as noted for the initial President and Vice-President who shall serve an initial two-year term), until dismissed by the Board of Directors, or until their successors have been duly elected and qualified and may be removed at any time by the Board acting in the best interests of the Corporation. There are no term limitations. All officers of the Corporation, including, without limitation, the President, Vice President, Secretary and Treasurer of the Corporation must be selected from among the directors then serving. Officers shall be elected by the Board of Directors annually at its annual meeting, and each officer shall hold office until such officer's successor shall have been duly elected and qualified, or until such officer's death, resignation, or removal. Election or appointment as an officer shall not of itself create contract rights. Officers may be entitled to reimbursement of expenses incurred on corporate business.

SECTION 5.2 DUTIES OF PRESIDENT

The President of the Board shall, when present, preside at meetings of the Board of Directors, be the spokesperson for the Board, and shall have such other duties, responsibilities and powers as may be assigned by the Board of Directors.

SECTION 5.3 DUTIES OF VICE-PRESIDENT

The Vice-President shall serve in the place of the President during any absence of the President, shall be responsible for overseeing compliance with these Bylaws and shall have such other duties and responsibilities as determined by the Board.

SECTION 5.4 DUTIES OF SECRETARY

The Secretary shall be responsible for keeping and reporting adequate records of the meetings of the Board of Directors in the books provided for that purpose; for ensuring that all notices are duly given in accordance with the provisions of these Bylaws and as required by law; for receiving waivers of notices, if any; for keeping a register of the post office address of each director of the Corporation; for executing all duties incident to the

office of Secretary; and for performing such additional duties as may be assigned by the Chairperson or the Board of Directors. The Secretary shall be responsible for compliance with the notice requirement of public meeting law as set forth in Section 4.12. The Secretary may delegate these responsibilities, provided that (s)he supervises such delegation. The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board and present the transcribed minutes at or before the next Board meeting. Minutes shall comply with Public Meeting Laws of RSMO section 610.020 and, except in the case of executive session, shall include at least the following:

- a) Names of all Board members present;
- b) All motions, proposals and resolutions proposed and their disposition;
- c) The results of all consensus decisions and if voting the results of the votes and the vote of each director by name;
- d) The substance of any discussion, and
- e) Reference to any document discussed.

SECTION 5.5 DUTIES OF TREASURER

The Treasurer shall be responsible for the maintenance of adequate books of account for the Corporation and shall have charge and custody of all funds and securities of the Corporation, and be responsible therefore, and for the receipt and disbursement thereof, and shall perform such other duties as from time to time may be assigned by the Chairperson or the Board of Directors. The Treasurer shall work with the chief executive and the accounting staff to ensure that appropriate financial reports are made available to the board on a timely basis.

SECTION 5.6 OTHER OFFICERS

Additional officers or assistant officers may be elected by the Board of Directors as the Board may from time to time deem necessary. The responsibilities, authority and accountability of such officers shall be fixed by the Board of Directors, and shall be subject to the requirements of the Articles of Incorporation and these Bylaws.

SECTION 5.7 RESIGNATION AND REMOVAL OF OFFICERS

An officer may resign at any time by delivering notice to the Board in the manner and procedure as described for directors in Section 3.6. An officer may be removed without cause by a majority vote of the Board. Any vacancy in an officer position shall be filled by an election by the Board. Such person shall hold such office until the next annual meeting at which time regular elections of officers shall occur.

ARTICLE 6 COMMITTEES

Committees are vehicles of the Board of Directors, which are designed to facilitate the actions of the Board. As such, they engage in actions which are a necessary prelude to an act of governance. Committees do not expand or contract the responsibilities or authority of the Board, but instead enable the Board to function more efficiently and effectively. Committees shall meet at the time and place designated by the Chairperson. Members of

any committee may participate in a meeting of the committee by or through use of any means of communication described in Section 4.6.

SECTION 6.1 TYPES OF COMMITTEES

Committees of the Board shall be standing or special. Standing and Special committees may be created or terminated at any time by resolution of the Board, and shall serve as long as the purpose for which they were created continues to exist, unless dissolved prior thereto by the Board of Directors.

SECTION 6.2 COMPOSITION OF COMMITTEES

Unless otherwise provided, members of committees shall be appointed by the Chairperson of the Board. The Chairperson shall designate one (1) member of the committee as it's Chairperson. The committee Chairperson and members shall continue as such until the next Annual Meeting of the Board of Directors, or until their successors are appointed, or the committee is terminated, or they shall resign or be removed. Membership on committees, except the executive committee, need not be restricted entirely to directors but there shall always be at least one director on any committee.

SECTION 6.3 RESPONSIBILITIES, AUTHORITY AND ACCOUNTABILITY OF COMMITTEES

Except as otherwise provided, or as specifically determined by the Board, standing committees shall have the responsibility of achieving their purpose as described in these Bylaws, shall exercise authority reasonably necessary to achieve these responsibilities, and shall be accountable to the Board of Directors directly or through the executive committee. The purposes of special committees as well as their responsibility, authority and accountability shall be set forth in the action creating such committees. Unless otherwise stipulated, final decision-making authority rests with the Board of Directors.

SECTION 6.4 LIMITATIONS ON POWERS OF COMMITTEES

No committee may:

- a) authorize distributions;
- b) approve dissolution, merger or the sale, pledge, or transfer of all or substantially all of the Corporation's assets;
- c) elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or
- d) adopt, amend, or repeal the Articles, Bylaws, or any resolution of the Board.

SECTION 6.5 COMMITTEE RULES AND PROCEDURE

Unless otherwise provided, a majority of the whole committee shall constitute a quorum and the act of the majority of the committee members present at a meeting at which a quorum is present, shall be an act of the committee. Committees having any of the

authority of the Board of Directors shall keep minutes of the proceedings. Each committee may adopt rules for its own governance which are not inconsistent with these Bylaws or the acts of the Board of Directors.

SECTION 6.6 VACANCIES

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

ARTICLE VII FISCAL MATTERS

SECTION 7.1 FISCAL YEAR

The fiscal year of the Board shall begin on the first day of July of each year and every year thereafter.

SECTION 7.2 CONTRACTS

Except as provided in these Bylaws, the Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authorization may be general or confined to specific instances. Except as so authorized, or as in these Bylaws otherwise expressly provided, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose in any amount. Any contract entered into for the purpose of spending state or federal funds must follow all Federal and State Procurement Policies and Procedures.

SECTION 7.3 LOANS

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name except by a resolution of the Board as provided in these Bylaws. Such authorizations may be general or confined to specific instances.

SECTION 7.4 CHECKS, DRAFTS AND NOTES

All checks, drafts, or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation or to the Corporation, shall be signed by the Chief Financial Officer/Treasurer and the Executive Director or by agents of the Board as determined by the Board and in such manner, including by means of facsimile signatures, as shall from time to time be determined by resolution of the Board. In the absence of either the Chief Financial Officer/Treasurer or the Executive Director (but not both) the designee of the absent officer may sign as the second signature.

SECTION 7.5 DEPOSITORIES

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

SECTION 7.6 ANNUAL REPORTS

The Corporation shall keep correct and complete books and records of account and other records of the activities of the Corporation as may be appropriate. All such records shall be open to inspection upon the demand of any member of the Board of Directors. The Board shall provide an annual financial report and program cost report information in the state-required formats in compliance with Missouri Charter School Law.

SECTION 7.7 AUDITS

The accounts of the Corporation shall be audited at the close of each fiscal year by an independent auditor, who is a Certified Public Accountant and who has expertise in accounting of tax-exempt organizations. Audits shall be done in compliance with Missouri Charter School Law and all applicable state and federal laws controlling non-profit tax-exempt corporations and thereafter submitted to the Board for its review and approval.

ARTICLE VIII

CONFLICT OF INTEREST

SECTION 8.1 DIRECTOR'S CONFLICT OF INTEREST DEFINED

A conflict of interest is a transaction with the Corporation in which a director has a direct or indirect interest. Any director, officer or committee member having a material financial interest in a contract or other transaction presented to the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure of such person's interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include any relevant and material facts, known to such person, about the contract or transaction which might reasonably be construed to be adverse to the Corporation's interest.

For purposes of this section, a person shall be deemed to have a "material financial interest" in contract or other transaction if such person (a) is the party (or one of the parties) contracting or dealing with the Corporation, (b) is a director or officer of, or has significant financial or influential interest in, the entity contracting with the Corporation, or (c) is the spouse, sibling, ancestor or lineal descendant of any person identified in either of the preceding clauses.

SECTION 8.2 BOARD ACTION WHEN CONFLICT

The Board shall thereupon determine, by majority vote (not including the interested director), whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist such person shall not vote on, nor use personal influence on, or participate (other than to present factual information to or respond to questions) in the discussions and deliberations with respect to such contract or transactions. Such person may be counted in determining the existence of a quorum at any meeting where the contract or transaction is under discussion or is being voted upon (but may not vote on the matter). The minutes of the meeting shall reflect the disclosure made, the vote and, where applicable, the abstention from voting and participation, and whether a quorum was present.

ARTICLE IX

INDEMNIFICATION

SECTION 9.1 MANDATORY INDEMNIFICATION

The Corporation shall, to the fullest extent permitted or required applicable law, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses, incurred thereby in any Proceeding to which any Director or Officer is a party because such Director or Officer is or was a Director or Officer of the Corporation. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such person may be entitled under any written agreement, board resolution, the Act or otherwise. All capitalized terms used in this Article IX and not otherwise defined herein shall have the meaning set forth in the Act.

SECTION 9.2 PERMISSIVE SUPPLEMENTARY BENEFITS

The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against Liability and advancement of Expenses under Section 1 of this Article by (a) the purchase of insurance on behalf of any one or more of such Directors or Officers, whether or not the Corporation would be obligated to indemnify or advance Expenses to such Director or Officer under 10.1, and (b) entering into individual or group indemnification agreements with any one or more of such Directors or Officers.

SECTION 9.3 PRIVATE FOUNDATION LIMITATIONS

Notwithstanding the foregoing, no indemnification will be permitted to the extent such indemnification would constitute an act of "self-dealing" or is otherwise subject to excise taxes under Chapter 42 of the United States Internal Revenue Code of 1986, as amended, or prohibited under the Act or any similar successor provisions thereto.

SECTION 9.4 INSURANCE

The Corporation may, upon resolution of its Board of Directors duly adopted, purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify such person against such liability under this provision of the Corporation's Bylaws.

ARTICLE X

CORPORATE RECORDS AND REPORTS

SECTION 10.1 MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office, or such other location as designated by the Board:

- Articles of Incorporation and Bylaws as amended to date
- Minutes of all meetings of the Board and Executive Committee in the manner described in Section 4
- Books and records of all financial accounts as described under Article 7
- A list of the names and business or home addresses of its current Board
- Copies of the annual financial statements and annual audits (State and Federal) for the three most recent years
- Copies of the federal, state, and local tax records and reports for the three most recent years
- Copies of the most recent annual report delivered to the Secretary of State of Missouri
- Copies of federal and state tax exemption materials and any other document or information necessary to the maintenance and operation of the Corporation
- Copies of all public records as defined by RSMO Chapter 109
- Corporate records will comply with the Missouri Secretary of State's retention policies for educational institutions.

SECTION 10.2 INSPECTION RIGHTS

Each director, or designated agent of such director, shall have the right during regular business hours to inspect, copy and make extracts of all books, records and documents of every kind and to inspect the physical properties of the Corporation. The public has the right to inspect any public record of the Corporation in accordance with RSMO Chapter 109 during the usual business hours of the Corporation. The Corporation shall adopt reasonable rules necessary for the protection of the records and to prevent interference with the duties of the Corporation.

ARTICLE XI

AMENDMENT OF GOVERNING DOCUMENTS

SECTION 11.1 AMENDMENT OF ARTICLES OF INCORPORATION

The Board by a majority vote of the directors in office may amend and/or restate the Articles of Incorporation provided that notice is given as described in Section 11.3 and such amendments and/or restatement is filed with the Office of the Secretary of State of the State of Missouri in accordance with the Missouri Nonprofit Corporation Act, RSMO Chapter 355.

SECTION 11.2 AMENDMENT OF BYLAWS

These Bylaws may be recommended for amendment by a simple majority vote of the Board of Directors then serving at any regular or special meeting of the Board, provided that a description of the proposed amendment(s) is published in or with the notice of the meeting.

SECTION 11.3 NOTICE

Notice shall be provided to the Board that states that a purpose of the meeting is to consider a proposed amendment and contain or be accompanied by a copy or summary of the amendment.

SECTION 11.4 REVIEW OF BYLAWS

These Bylaws shall be reviewed in their totality for currency and completeness during each even numbered year or more frequently if deemed appropriate by the Board of Directors or its designee and the results of this review shall be documented in the records of the Corporation.

APPROVED this 20th day of August , 2015.

TESSERA HALL ACADEMY (T.H.A.) CHARTER SCHOOL

By: Pat Acquisto

Its: CoFounder + Officer

APPENDIX G: MISSOURI NON-PROFIT INCORPORATION DOCUMENTATION

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT

WHEREAS,

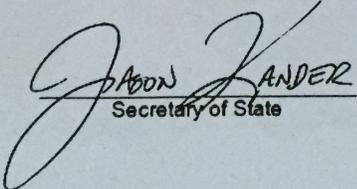
Tessera Hall Academy
N01301073

Formerly,

Service Ethics Academics (SEA) Academy

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended 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 2nd day of July, 2015.


Secretary of State



APPENDIX H: IRS DOCUMENTATION

August 26, 2015

EXPLANATION OF DOCUMENTS IN APPENDIX H

On April 1, 2013, the school was assigned an EIN number by the IRS. **Pages 42-43.**

In March 17, 2015 the school leaders received notice from the IRS that they had tax exempt status. **Page 44.**

These two documents were issued to the school when it was known as *Service Ethics Achievement Academy*. The school leaders changed the name to *Tessera Hall Academy*.

On August 17, the school leaders formally requested that the IRS change all records and issue a revised EIN certificate. **Page 45**

Not hearing back from the IRS, the school leaders requested help from Senator Claire McCaskill's office to speed up the process. **Page 46.**

As part of this request, they completed a power of attorney form so that their agent could work with Senator McCaskill's office and the IRS to speed up the process. **Pages 47-8.**

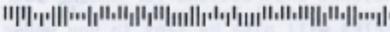
As sponsor of Tessera Hall Academy, I have complete confidence that the school will receive the updated IRS documentation prior to the September State BOE meeting.

Bill Mendelsohn
Executive Director, Charter Schools and Partnerships
3651 Olive Street Suite 203D
St. Louis, MO 63108
O: 314.516.4872
mendelsohn@umsl.edu

APPENDIX H: IRS DOCUMENTATION


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

Date of this notice: 04-01-2013
 Employer Identification Number:
 36-4757146
 Form: SS-4
 Number of this notice: CP 575 C
 For assistance you may call us at
 1-800-829-4933

003508.311777.0010.001 1 MD 0.405 850



 SERVICE ETHICS ACHIEVEMENT ACADEMY
 % PATRICIA J ACQUISTO
 3401 ARSENAL
 ST LOUIS MO 63118

003508

IF YOU WRITE, ATTACH THE
 STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 36-4757146. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

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

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form	Due Date
Form 941	10/31/2013

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

(IRS USE ONLY) 575C

04-01-2013 SERV B 0233321979 SS-4

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, Electronic Choices to Pay All Your Federal Taxes. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

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

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

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

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return this stub. Thank you for your cooperation.

Keep this part for your records.

CP 575 C (Rev. 1-2013)

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

CP 575 C

0233321979

Your Telephone Number () - Best Time to Call

DATE OF THIS NOTICE: 04-01-2013
EMPLOYER IDENTIFICATION NUMBER: 36-4757146
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

SERVICE ETHICS ACHIEVEMENT ACADEMY
X PATRICIA J ACQUISTO
SEA ACADEMY
3401 ARSENAL
ST LOUIS MO 63118



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

DEPARTMENT OF THE TREASURY

MAR 17 2015

Date:

SERVICE ETHICS ACADEMICS (SEA)
ACADEMY
9912 MEPPEN DR
SAINT LOUIS, MO 63128

Employer Identification Number:
90-0945599
DIN:
17053007335035
Contact Person:
PETER A ORLETT ID# 31436
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
March 22, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

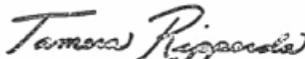
Dear Applicant:

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.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

August 17, 2015

Please find enclosed documentation from the Missouri Secretary of State that formally **changes** the name of **Service Ethics Academics (SEA) Academy**, EIN# 90-0945599, DLN# 17053007335035, to **Tessera Hall Academy**. Please make this change on all IRS records and issue a revised EIN certificate.

The application for this school is being submitted to the Missouri Department of Elementary and Secondary Education on August 24, 2015 and they require all documents to display the new name. I appreciate your assistance.

Thank You,

A handwritten signature in cursive script that reads "Pat Acquisto". The signature is written in black ink and is positioned above the printed name.

Pat Acquisto

Tessera Hall Academy
9912 Meppen Dr.
St. Louis, MO 63128

patacquisto@sbcglobal.net
314-623-3905

[Click Here to Print Form](#)



UNITED STATES SENATOR CLAIRE MCCASKILL

PRIVACY ACT RELEASE FORM

The provisions of Public Law 93-579 (Privacy Act of 1974) prohibit the disclosure of information of a personal nature from the files of an individual without their consent.

Accordingly, I authorize the staff of Senator Claire McCaskill to access any and all of my records that relate to the problem stated below.

Signature: Pat Acquisto Date: 8/20/15

To begin processing your case, please complete the following information:

Prefix: _____ Name: Pat Acquisto Date of Birth: 07/01/1954
Address: 6373 Smiley
City: St. Louis State: MO Zip: 63139
Home Phone: (314) 781-2129 Home Email: patacquisto@sbcglobal.net

Place of Work: DTI Logistics
Address: 9615 Continental Ind Dr.
City: St. Louis, State: MO Zip: 63123
Work Phone: (314) 236-2534 Work Email: _____

Federal Agency you need help with: IRS
Social Security #: 500-60-9387 Section 8 #: _____
Alien Registration #: _____ FEIN #: _____
Rank and Military Branch Service: _____ Service #: _____

Do you currently have a case pending before a local, state, or federal court pertaining to this matter? YES: or NO: (mark one)

Briefly explain your problem or the information desired:

Need EIN name change from Service Ethics Academic Academy to Tessera Hall ~~ACADEMY~~ in order to have Charter School application approved by MO DESE on Sept. 15. Name change must be to
PLEASE MAIL OR FAX YOUR COMPLETED FORM TO ONE OF OUR OFFICES: DESE by Aug. 24.

<u>Columbia</u> 28 North 8 th St., Ste. 500 Columbia, MO 65201 Fax: 573.442.7140	<u>Kansas City</u> 4141 Pennsylvania Ave., Ste. 101 Kansas City, MO 64111 Fax: 816.421.2562	<u>Springfield</u> 324 Park Central West, Ste. 101 Springfield, MO 65806 Fax: 417.831.1349	<u>St. Louis</u> 5850 Delmar Blvd., Ste. A St. Louis, MO 63112 Fax: 314.361.8649
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**Power of Attorney
 and Declaration of Representative**

▶ Information about Form 2848 and its instructions is at www.irs.gov/form2848.

For IRS Use Only
 Received by: _____
 Name _____
 Telephone _____
 Function _____
 Date / /

Part I Power of Attorney
Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address TESSERA HALL ACADEMY 9912 MEPPEN DR. ST. LOUIS, MO 63128		Taxpayer identification number(s) 90-0945599	
		Daytime telephone number 314-623-3905	Plan number (if applicable)

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address LUKE A. POPE, CPA 600 WASHINGTON AVE., SUITE 1800 ST. LOUIS, MO 63101	CAF No. 0305-19391R PTIN P01233768 Telephone No. 314-925-4300 Fax No. 314-925-4350
Check if to be sent copies of notices and communications <input checked="" type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
Check if to be sent copies of notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
(Note. IRS sends notices and communications to only two representatives.)	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
(Note. IRS sends notices and communications to only two representatives.)	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete this line 3). With the exception of the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts that I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 5000A Shared Responsibility Payment, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions)
APPLICATION FOR EIN	N/A	
APPLICATION FOR RECOGNITION OF EXEMPTION	1023	

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Use Not Recorded on CAF**

5a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information):

Authorize disclosure to third parties; Substitute or add representative(s); Sign a return; _____

Other acts authorized: _____

b Specific acts not authorized. My representative(s) is (are) not authorized to endorse or otherwise negotiate any check (including directing or accepting payment by any means, electronic or otherwise, into an account owned or controlled by the representative(s) or any firm or other entity with whom the representative(s) is (are) associated) issued by the government in respect of a federal tax liability.

List any specific deletions to the acts otherwise authorized in this power of attorney (see instructions for line 5b): _____

6 Retention/revocation of prior power(s) of attorney. The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not** want to revoke a prior power of attorney, check here **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 Signature of taxpayer. If a tax matter concerns a year in which a joint return was filed, each spouse must file a separate power of attorney even if they are appointing the same representative(s). If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ IF NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THIS POWER OF ATTORNEY TO THE TAXPAYER.

 _____ Signature PATRICIA ACQUISTO _____ Print Name	_____ Date	_____ PRESIDENT Title (if applicable) TESSERA HALL ACADEMY _____ Print name of taxpayer from line 1 if other than individual
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Part II Declaration of Representative

Under penalties of perjury, by my signature below I declare that:

- I am not currently suspended or disbarred from practice before the Internal Revenue Service;
- I am subject to regulations contained in Circular 230 (31 CFR, Subtitle A, Part 10), as amended, governing practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent by the Internal Revenue Service per the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have prepared and signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions (PTIN required for designation h).**
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have prepared and signed the return. **See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions (PTIN required for designation i).**
 - k Student Attorney or CPA—receives permission to represent taxpayers before the IRS by virtue of his/her status as a law, business, or accounting student working in an LITC or STCP. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

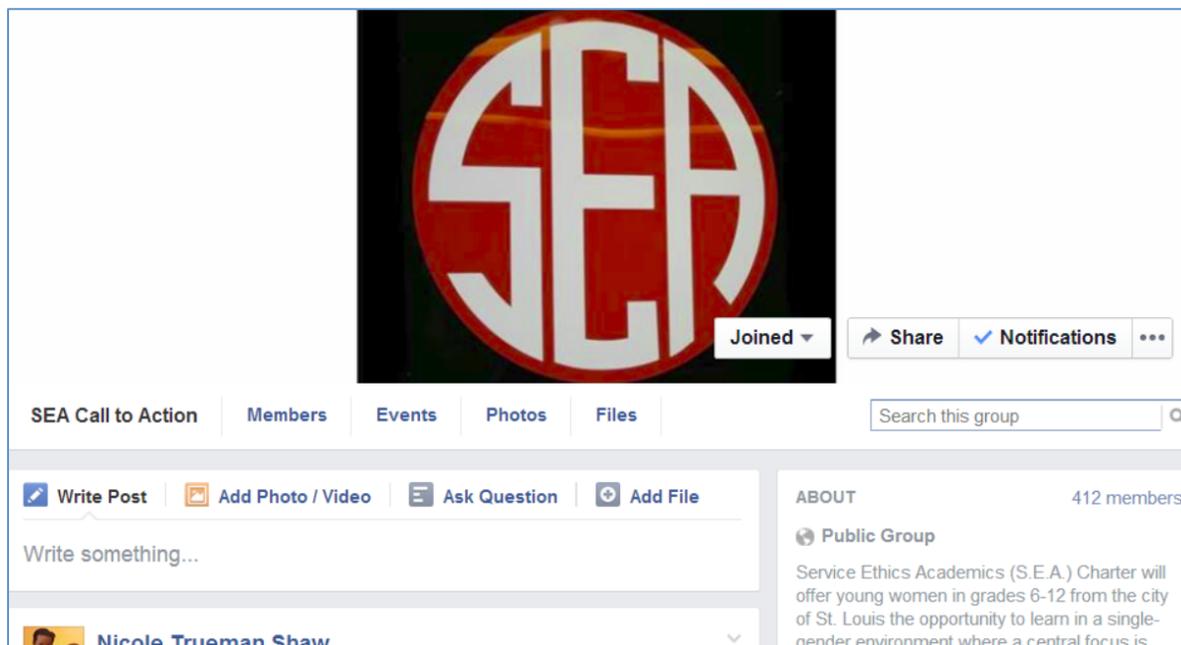
▶ IF THIS DECLARATION OF REPRESENTATIVE IS NOT COMPLETED, SIGNED, AND DATED, THE IRS WILL RETURN THE POWER OF ATTORNEY. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN PART I, LINE 2. See the instructions for Part II.

Note. For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
B	MISSOURI	2008007633		

APPENDIX I: LETTERS OF SUPPORT / PARENT INTEREST

The S.E.A. Call to Action Facebook Group has 412 active members interested in supporting and learning more about Tessera Hall Academy. This group page continues to grow each week.



The Tessera Hall Academy Facebook Page has 326 “likes” indicating a strong interest in an all-girl charter school for girls in South City. This page continues to grow each week.





March 13, 2014

To Whom It May Concern:

I am writing to strongly advocate for SEA as a charter high school for girls. I work as the Director of High School Placement and Alumni Support for KIPP Inspire Academy. KIPP Inspire is a middle school serving grades 5-8 as part of a national network of high performing charter schools.

One of my responsibilities is to make sure our eighth graders matriculate to high quality high schools that will continue to support them to and through college. However, the reality in St. Louis City is that there are few free and high quality options for high school. While there may be many free high schools from which to choose, only a couple of them truly offer a college preparatory environment in terms of culture and academics. In order for our students to make it to and through college, we need better high quality high schools.

SEA would be that option for our girls. SEA would help ensure that girls of all academic levels see their potential as students and leaders. I truly believe that SEA would support KIPP's mission in helping low income students attain a college education and, in turn, SEA would not only expand opportunities for students and families, but it would also strengthen our local community as a whole.

Thank you for taking the time to consider SEA. Please know it would be an invaluable asset to the St. Louis city and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read "Molly Joyce", is written over a light blue horizontal line.

Molly Joyce
KIPP Through College
KIPP Inspire Academy



To Whom It May Concern:

I am writing in support of the proposed Service Ethics Academics High School. As the middle school principal of an independent, K-8 charter school that serves nearly 900 students, I find that high school placement for my graduating 8th graders is among my biggest concerns each year. In my experience, there are just not enough seats in quality, college-preparatory high schools for graduating 8th grade girls each year. This is particularly true when cost is factored into the equation. For these reasons, I am in support of the opening of a free, public college preparatory high school for girls. I was also very impressed with the emphasis that SEA places not just on academics, but also service in its mission to prepare students for the demands of college and the workplace. I feel confident in saying that if SEA were open, it would certainly be a very popular option for my students.

Sincerely,


Mike Schrimpf
Middle School Principal

5279 Fyler Ave
St Louis, MO 63139

314-645-9600 w
314-645-8230 f
314-645-9700 f

www.premiercharterschool.org



Joe Vaccaro
ALDERMAN
23rd Ward

BOARD OF ALDERMEN
CITY OF SAINT LOUIS
MISSOURI

COMMITTEES
Convention, Tourism, Arts & Humanities
Parks & Environmental Matters
Transportation & Commerce
Ways & Means
Legislation

March 17, 2014

Ms. Pat Acquisto
6373 Smiley
St. Louis, MO 63139

Dear Ms. Acquisto,

As Alderman of the 23 Ward I would enthusiastically support the Service Ethics Academics all-girl charter high school in our community.

I feel that this sort of education would give young women the opportunity to be empowered with a more structured environment. I feel strongly that the addition of this high school is important to offer quality education in the City of St. Louis and help stabilize our neighborhoods.

Sincerely,

Joe Vaccaro
Alderman, 23rd Ward

JV/tc



Email #1

From: Chris Saracino <saracino25@aol.com>

Date: March 15, 2014 at 7:55:47 PM CDT

Subject: Girls Charter School

My name is Chris Saracino I am President of the Hill Business Association. I am very much in favor of an all-girls charter school in the city of St. Louis especially in South St. Louis neighborhood. As a business owner and resident of the City of St. Louis this school would be a tremendous asset to our community. The Hill Business Association fully supports your efforts. I wish much success in your efforts for the school and City of St. Louis

Sincerely

Chris Saracino

President Hill Business Association

Email #2

From: Joey Freeman djasher2000@gmail.com

Date: March 17, 2014 4:00 PM CDT

Subject: All Girls Charter School

My daughter Haley would be interested in applying for the new school next year. She is in 7th grade and already looking into high schools in the area. She has a 3.96 G.P.A., plays the clarinet as well as plays soccer and is in Ivy League.

I think she would be a great asset to your school.

Thanks,

Joey Freeman Asher

APPENDIX J: BOARD ROLES AND RESPONSIBILITIES

Board Officers and Personnel

Board President Works collaboratively with the Principal to further T.H.A.'s mission and vision; determines policy and provides leadership to the Board; chairs Board meetings and works with the Principal to set meeting agendas; oversees committees; formally evaluates the Principal; monitors the school's performance; oversees financial planning and reporting.

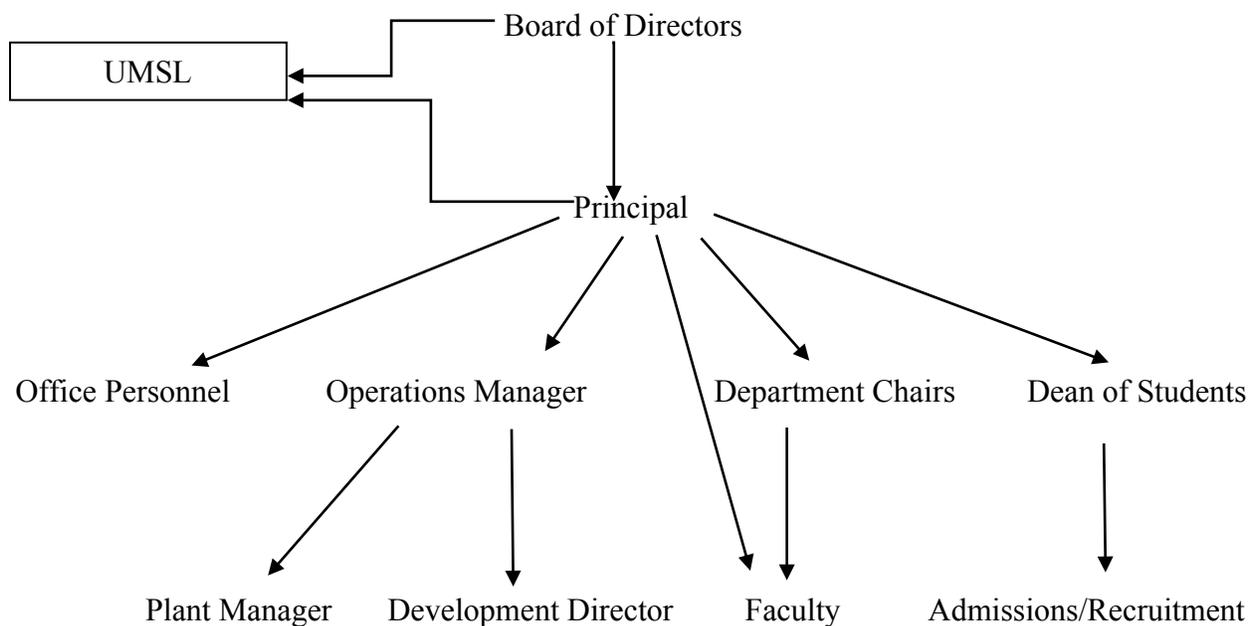
Board Secretary Keeps Board meeting minutes; regularly attends Board and committee meetings.

Board Treasurer Sets financial policies; monitors the budget and reports back to the general Board; prepares financial forms; maintains bank accounts; oversees financial transactions; chairs the finance committee.

Board Members Work collaboratively with all Board members and the School Administration to further the mission and vision of the School as well as propose and approve policy. Board members serve on a variety of committees as needed.

APPENDIX K: JOB DESCRIPTIONS & RESPONSIBILITIES

Tessera Hall Academy



Principal: The Principal is expected to enthusiastically support the T.H.A. mission and enforce the policies established in conjunction with the Board of Directors. The Principal's responsibilities include oversight and management of all academic, extracurricular, enrollment, budgetary, and personnel matters at T.H.A. The Principal is expected to be an inspirational leader for the campus, well informed about academic matters, committed to excellence, and possessing both an ethical and an educational vision to take T.H.A. forward in the 21st century.

Responsibilities/Qualifications:

- Master's degree or higher, preferably with specialized training in educational leadership
- Three or more years of teaching experience, preferably in a public school
- Demonstrated ability to lead collaboratively and delegate authority
- Proven ability in selection, management, and evaluation of qualified personnel
- Successful experience with budget planning and financial management
- Ability to use technology and infuse current techniques into the academic program
- Engaging, friendly personality; confident, outgoing, positive attitude
- Good listener, inclusive of others; good rapport with faculty, students, and parents
- Respect for all constituents; accessibility and ability to work well with diverse populations
- Visionary, innovative, creative thinker with both academic and emotional intelligence
- Understanding of issues that female students face today
- Fairness and objectivity in dealing with faculty, staff, and students
- Faculty advocate/mentor who inspires and respects teachers; good team builder
- Effective verbal, written, and interpersonal communication skills
- Effective problem solving, conflict resolution, and decision making skills; courage in adversity
- Task commitment
- Passion for educational excellence; genuine concern for and love of children
- Ability to plan strategically and achieve goals
- Expertise in curricular/academic leadership; adherence to high academic standards
- Ability to create and effectively manage an efficient campus infrastructure
- Visible involvement in the life of the school

Dean of Students: The Dean of Students oversees academic and personal growth of students. As an advocate, the Dean helps all students process and learn from adverse situations. The Dean is responsible for facilitating positive growth and interaction with advisor, college counselor, parents, faculty, coaches, other support faculty to determine how each student learns most effectively and strategize to help each student succeed. By promoting school spirit, the Dean helps students build positive relationships within the school community.

Responsibilities/Qualifications:

- Report to and assists the Principal
- Master's degree or higher
- Establish the expectations for respect and courtesy within the School community implicit in the handbook.
- Implement a fair and consistent disciplinary system.
- Maintain accurate records of disciplinary matters and communicate in a timely and effective fashion with faculty, students and parents.
- Communicate with faculty, college counselor, and advisors about the needs of individual students
- Monitor student progress including the review of all published comments and act to intervene when necessary in academic, personal, and behavioral matters.
- Work with activity groups, service committee and leadership teams in forming and planning programs for specific grade levels.
- Participate in the annual review and revision of the handbook
- Attend and supervise school activities
- Supervise attendance reporting procedures and communicate with families as concerns arise.
- Verify attendance and departures for emergency dismissals
- Work with advisors to ensure accountability in their relationships with advisees.
- Work with advisors to develop and verify advisory goals
- Work with Academic Committee to monitor a consistent academic program.
- Supervise/oversee all student petitions for course changes, special schedules, and planned absences.
- Assists in the selection of prospective faculty in all academic departments.
- Is knowledgeable of the contributions advisors both in terms of their contributions inside the classroom and their participation in and support of activities outside the classroom.
- Communicates, facilitates and mediates conflicts among students, parents and teachers as needed.
- Works on issues of student/advisor matches, assessment of academic preparation, enrollment management and on issues relating to student life.
- Visible involvement in the life of the school
- Manages the school when the Principal is away.

Department Chair: The Department Chair is a member of the faculty specially delegated to promote and coordinate the efficient working of one academic department of the school in accordance with the general school program and philosophy. The Chair serves at the discretion

of the Principal. The Department Chair acts in cooperation with the views and directives of the school administration. This authority extends to those teachers, courses, and phases of school administration operating under the auspices of the department. The chair is responsible for the leadership and efficient functioning of the department.

Responsibilities/Qualifications:

- The Department Chair is a member of the Academic Committee and attends all meetings, serves on sub-committees as needed, and accurately represents the views of the department to the administration as well as the views of the Academic Committee and administration to the members of the department.
- Convenes monthly department meetings, prepares an agenda and publishes minutes with copies to each department member, the Principal and the Dean of Students.
- In collaboration with the members of the department, reviews, evaluates and recommends instructional materials and textbooks to the administration.
- Directs ongoing educational in-service for the department with presentations/workshops conducted at least once per year.
- Provides for annual curriculum review and update within the department
- Contributes to inter-departmental activities relative to new courses, texts, projects, library and audiovisual needs.
- Assists in the recruitment and selection of all new teachers within their department.
- Is knowledgeable of the educational qualifications of each member of the department and encourages continuing education aimed at building on those qualifications.
- Is knowledgeable of the contributions of each of the members of the department both in terms of their contribution inside the classroom and their participation in and support of activities outside the classroom.
- Provides ongoing support and encouragement for all members of the department. Investigates and facilitates staff development opportunities for individual department members.
- Reviews Grade Distribution with a goal of standardizing expectations and student outcomes in common courses.
- Communicates, facilitates and mediates conflicts among students, parents and teachers. Refers non-resolvable conflicts to the Dean of Students.
- In addition to drop-in “appreciation” visits, observes formally and informally all members of the department several times throughout the school year.
- Coordinates the process of student placements to include application, department recommendation, and evaluation
- Mediates all appeals regarding placements.

- In collaboration with the Dean of Students, determines the proper placements for all incoming freshmen and transfer students. This process includes reviewing transcripts, test scores as well as the department designed placement exam when needed.
- The chair should possess a clear educational vision and set of values within the parameters of the mission statement and the department's goals and student objectives.
- The chair should clearly demonstrate his/her commitment to the school, the department, our students and their parents.
- The department chair must be able to communicate effectively within the department, between departments, and between the department and the administration.
- The chair must be able to envision the future needs of our students, the department and the school. The chair must stay abreast of current educational research and trends, methodology and technology and how they relate to single gender education. The chair must be familiar with national standards and the state frameworks. In collaboration with the members of the department and the administration, the chair must be able to assess our needs and set realistic goals.
- The department chair must be sensitive to the contributions, needs and efforts of others. The chair should help the members of his/her department see their work as being meaningful and significant. The chair must lead by listening, facilitating, directing, delegating, collaborating, motivating and mediating. The chair must be pro-active as well as reactive.
- The department chair should encourage creative thinking, innovation, and experimentation within the parameters of the department's goals and student objectives. The chair should actively encourage the growth of department members through workshop, conference and in-service opportunities.

Faculty: An outstanding Faculty is the backbone of a quality school. As valued and appreciated members of the community, Faculty members will have a minimum of a Bachelor's degree (Master's preferred) and teacher certification in their teaching field upon joining the T.H.A. community.

Responsibilities/Qualifications:

- Values students as individuals and treats them with empathy.
- Demonstrates the willingness and ability to listen, developing mutual trust with students and colleagues.
- Seeks to understand female adolescent psychology/behavior and the world of the female adolescent.
- Holds students, others and oneself accountable to reasonable academic and behavioral expectations.

- Collaborates with educators in and beyond the school community to enrich teaching and learning.
- Engages in ongoing development as an educator in light of new research, best practices, and social and cultural changes.
- Solicits feedback from students and colleagues on the teaching-learning process.
- Strives to be a critically reflective teacher.
- Evaluates curricular and instructional programs in light of department goals and the overall mission of the school.
- Creates conditions and provides the opportunities for the continual interplay of experience, reflection and action.
- Helps students gain the skills to become life-long learners, including fostering creative and imaginative thinking.
- Uses a variety of assessments to evaluate a student's holistic growth.
- Guides inquiry into subject matter for an awareness and a deeper understanding of significant issues and complex values that impels to action.
- Incorporates into the teaching-learning process the advances in technology, the expanding knowledge of how the brain works and the increasing awareness of students' health/physical well-being.
- Works in partnership with colleagues in planning the educational and formational program to ensure the future of single gender education
- Engages in honest and respectful dialogue with colleagues on important issues of single gender education and professional development.
- Earns the trust of others and draws upon the work and wisdom of others in decision-making.
- Partners with parents/guardians in achieving the school's educational mission.
- Recognizes and works to overcome prejudices that impede the building of a professional learning community.
- Inspires students and colleagues to collaborate with others in seeking the greater good for all.
- Shares and helps to shape the school's vision and mission.
- Ensures the continual renewal of the institution.
- Is knowledgeable of the foundational documents of single gender education
- Values his/her work as a teacher

Operations Manager: The Operations Manager provides management oversight and direction with regard to financial operations and fiscal reporting requirements of the School. The Operations Manager leads the school's risk management process, including maintaining effective internal controls and general risk management policies and procedures. Interfaces regularly with

senior administrators and others on various matters relating to: budget and planning process; annual financial audit and tax filings; preparation of annual and quarterly financial statements; financial aid process; enrollment management process; and enterprise risk management strategies. Develops, implements, and maintains effective communication with the school's various constituents regarding all areas of responsibility.

Responsibilities/Qualifications:

- Provides leadership to the Business Office staff, including training, mentoring, and overall management of business office personnel.
- Provides strategic financial guidance in all areas of the School's financial operations, including maintaining documented accounting policies and procedures, ensuring appropriate internal controls, overseeing the day-to-day accounting functions, and issuing timely communication with regard to various budgetary matters.
- Responsible for preparation of the School's financial statements and tax reports, including coordinating with the School's independent auditor.
- Together with the Board of Directors and the Principal, oversees the School's annual budget process, including recommendation and implementation of process improvements.
- Works closely with the Principal and Board of Directors to develop, implement, and lead the School's enterprise risk management process.
- Provides timely recommendations regarding policy changes and implementation strategies.
- Work with the Administrative team on the School's emergency preparedness procedures, including oversight with respect to various mandated drills.
- Provides overall direction and leadership in securing appropriate insurance coverage at competitive rates.
- Provides guidance and strategic direction on all contractual transactions of the School, including but not limited to regular review of annual student enrollment contracts.
- Provides overall direction and leadership with regard to local, state, and federal government reporting requirement and tax filings.
- Assists with the advancement of the school's enrollment management strategies and practices.
- Together with the Development Office, ensures policy and donor compliance with regard to endowment funds.
- Provides strategic support with regard to the Board of Directors.
- Provides financial and statistical data as needed.
- Participates actively in the School community, attending student and employee events and activities.
- Effectively coordinates with area managers on various processes relating to the operation of the School.

- Pursues professional development opportunities to enhance performance and to meet the evolving needs of the school.
- Self-motivated; customer-service orientation; strategic-thinker; energetic; creative problem-solver; and an effective team player.
- The candidate should also possess a bachelor's degree in accounting or business administration.
- The position is a management position, which may require evening and weekend work as needed.

Admissions & Recruitment Director: The Director of Admission and Recruitment is responsible for all student recruitment and enrollment efforts and manages the Admission Office faculty and staff, including annual evaluation and professional development. Working closely with the Principal and Dean of Students, the Director leads all aspects of admissions marketing. As part of the recruitment and enrollment of students, the Director works with the Operations Manager on the Admission Office budget; all admissions processes and records; all admissions events, travel, etc.; and all recruitment, and enrollment efforts, up to welcoming new families to school in August. The Director of Admission is responsible for keeping abreast of T.H.A.'s public presence in all of its manifestations. The overall goal for the Director is to build on the office's strengths, provide initiative and leadership and implement strategies to ensure that the Office can meet its goals and challenges.

Responsibilities/Qualifications:

- Provides leadership in enrollment management specifically admission, marketing, and recruitment and directs the process of attracting, enrolling and retaining students.
- Sets annual admission goals, in accordance with the school's mission to promote economic, racial, and ethnic diversity in the student body, based on enrollment goals set by the Board of Directors.
- Manages new student enrollment and the reenrollment process for current students in close connection with the Dean of Students, and the Business office.
- Maintains statistical and trend data related to admission and enrollment. Presents statistical and trend information to senior administrative staff, Board of Directors, and faculty. Understands and informs the staff and community about research and trends in admission, ensuring that changes and challenges are anticipated, understood, and addressed.
- Develops and implements strategic marketing ideas.
- Formulates annual Admission and Enrollment Action Plan with goals and objectives.
- Works closely with the Operations Manager regarding issues of school size to manage the financial resources within the Admission Office and budget.

- Works closely with administrative team in the development and implementation of marketing media including web, print and electronic communication.
- Works closely with the Dean of Students on issues of student/advisor matches, assessment of academic preparation, enrollment management and on issues relating to student life.
- Chairs the entire application review process, and makes reading and committee assignments for associates in the office, faculty and staff.
- The Director oversees the management of all admission publications and communications through work on the production of the school catalog, directs the office's part of the School's web site, and other marketing and communications material for the Admission Office.
- Oversees all on-campus visitation programs: including Open Houses and enrollment lottery.
- Oversees the volunteer network of parents, alumni, students, faculty and administrators.
- Represents the Admission Office and School at public events, on and off campus.
- Provides training and professional development opportunities for staff.
- Maintains and encourages relationships with feeder schools, counselors, and consultants.
- Maintains and enhances the school's good standing in relevant professional organizations.
- Is an integral leader for the school community and participates fully in daily community life of the school.
- The Director of Admission extends himself/herself beyond the responsibilities of a job description when the need arises, and assists with all other duties as assigned.

Office Personnel: The school Administrative Assistant will report directly to the Principal and will assist with the day to day operation of the school. The Administrative Assistant will be responsible for monitoring all visitors to the school, answering the office phones, monitoring student attendance, tracking school lunch participation, student data entry, and any other jobs deemed necessary by the administration of T.H.A. The Administrative Assistant should have a Bachelor's Degree in a related field.

Responsibilities/Qualifications:

- Exemplifies the mission and vision of the school with a positive demeanor, being cheerful and helpful, and having a "find a way" attitude
- Record daily student attendance
- Manage the school's daily schedule
- Report student concerns to appropriate faculty or administrative team member
- Proficient office, computer skills, and multi-line phone system skills

- Ability to manage multiple Administrative projects at once
- Strong organizational skills and task commitment
- A background in the charter school or public school system a plus

Plant Maintenance: The Plant Manager manages the day-to-day activities of the school's maintenance, custodial, security, food service, transportation, and grounds operations.

Responsibilities/Qualifications:

- Overall administration of areas mentioned, creation of policies and procedures, reviewing performance to goals, budgets, long-range planning
- Assist the Principal in communicating the policies, procedures and goals of the department and school effectively to the entire community (faculty, staff, administrators, parents, students, vendors and contractors)
- Assist the Board of Directors, Principal and other key stakeholders in development and execution of the school's capital expenditures and of construction/remodeling projects
- Manage safety and security programs
- Act as principal liaison with certain parent groups for their facilities, security and operational needs.
- Help manage the logistical operations of the summer programs and special events e.g. theatrical and musical performances, sporting events, dances, bazaar, graduation, etc.
- Help lead the school's sustainability efforts, to reduce our carbon footprint and work with
- Training/Certification in building or facilities management
- Minimum of 3 years' experience in operations and facilities management knowledge, skills, abilities
- Project management skills
- Excellent interpersonal communication skills; ability to work effectively with broad range of individuals in the school community
- Well-organized, analytical, problem solver
- Ability to work flexible hours and schedule as needed

Development Director: The Director of Development is a member of the school's administrative team reporting to the Operations Manager. The Director of Development is responsible for designing, implementing, and managing all fundraising activities including annual giving, endowment and capital campaigns, special projects, and other school-related solicitations. The Development Director will manages all strategies and activities for donor cultivation, solicitation, and relations while maintaining contact with and developing grant proposals for foundations and corporations.

Responsibilities/Qualifications:

- Devise and manage a comprehensive program designed to attract maximum gift support to the school. The program will include planning for and execution of strategies designed to secure annual, planned, major and capital gifts from individuals as well as foundations, corporations and other entities.
- Work with the Board of Directors, Director of Admissions, and Principal to create and implement the school-wide communication and marketing plan.
- Develop strategies and direct all campaign or special giving initiatives.
- Develop personal solicitation strategies and direct prospect portfolios for development utilizing the Principal, Board of Directors and development volunteers, faculty and staff.
- Direct cultivation and stewardship events.
- Prepare top development volunteers and Principal, and the Board of Directors for all development efforts.
- Establish and maintain relationships with Charter school colleagues and professional organizations regionally and nationally.
- Maintain a working knowledge of campus news.
- Evening and weekend activities will be required.
- Perform other duties as assigned.
- Bachelor's degree and a minimum of three years of experience in fundraising and/or education.
- Proficiency in the use of software needed for efficiency and accuracy
- Proven fundraising, management and leadership skills.
- Capital campaign experience a plus.
- Discretion and good judgment in handling confidential information and situations.
- Strong, positive verbal and written communication skills.
- Ability to work well under pressure and to be responsive to deadlines.
- High level of energy and enthusiasm, with the ability to meet and connect with a variety of new people quickly and easily.

APPENDIX L: ENROLLMENT PROJECTIONS & STAFFING

Tessera Hall Academy												
SALARIES												
STAFF SALARY WORKSHEET												
Enrollment												
Position	Year	No.	200		280		371		461		542	
			Budget	Emp.	Budget	Emp.	Budget	Emp.	Budget	Emp.	Budget	Emp.
Administrators												
Principal		1	85,000	1	87,550	1	91,928	1	96,524	1	101,350	
Dean of Students					45,000	1	46,350	2	47,277	2	48,223	
Guidance/College				1	-	1	40,000	2	82,000	3	121,640	
TOTAL ADMINISTRATORS		1	85,000	2	132,550	3	178,278	5	225,801	6	271,213	
Instructional Staff												
Teachers @ 20/1												
English		2	86,000	3	132,000	4	174,000	5	225,000	6	273,000	
History		2	86,000	3	132,000	4	174,000	5	225,000	6	273,000	
Science		2	86,000	3	132,000	4	174,000	5	225,000	6	273,000	
Math		2	86,000	3	132,000	4	174,000	5	225,000	6	273,000	
Foreign Language		1	43,000	2	86,000	2	88,000	3	132,000	3	132,000	
Special Ed		1	55,000	1	56,100	1	57,783	2	102,583	2	104,635	
Fine Arts						1	41,500	2	83,000	2	84,000	
Practical Arts						1	40,000	2	83,000	2	84,660	
PE						1	42,000	2	84,840	2	86,537	
TOTAL INSTRUCTIONAL STAFF		10	442,000	15	670,100	22	965,283	31	1,385,423	35	1,583,831	
General Administration												
Office Staff		1	30,000	1	30,300	2	60,906	2	62,124	2	63,367	
Admissions & Recruitment				1	40,000	1	40,800	2	82,500	2	84,975	
Operations Manager		1.0	45,000	1	46,350	1	47,277	1	48,223	1	49,187	
Development						1	55,000	1	56,650	1	58,350	
TOTAL GENERAL ADMINISTRATION		2.0	75,000	3	116,650	5	203,983	6	249,497	6	255,878	
Non-Certified Staff												
Maintenance												
Total Salaries	*	13.0	\$ 602,000	19.5	\$ 919,300	30	\$ 1,347,543.50	42	\$ 1,860,721	46	\$ 2,110,922	

* All 0 year staff will be on a contractual basis.

Tessera Hall Academy Enrollment										
YEAR	1	2	3	4	5	6	7	8	9	10
6	100	100	100	100	100	100				
7	100	90	90	90	90	90				
8		90	81	81	81	81				
9			100	100	100	100				
10			0	90	90	90				
11			0	0	81	81				
12			0	0	0	72				
TOTAL	200	280	371	461	542	614	0	0	0	0

APPENDIX M: STUDENT PRE-ENROLLMENT PACKET

Tessera Hall Academy
Strength in Diversity
PO Box 5142, St. Louis, MO 63139

2016-2017 Enrollment Application

Welcome Prospective Parents and Guardians:

Tessera Hall Academy (T.H.A.) is pleased to consider your daughter for enrollment.

Our mission is to provide a challenging and supportive, college-preparatory environment where your daughter will be empowered to become a self-confident, well-educated leader in our global society. THA's goal, to foster a culture of academic success, mutual respect and shared accountability, will prepare your daughter for her college career and the world where she will ultimately live and work.

Please complete this Enrollment Application and return to Tessera Hall Academy as soon as possible. THA does not discriminate on the basis of race, color, religion, national origin, or disability. As a single-gender school, approved by the Missouri Department of Secondary and Elementary Education (DESE), only female students will be enrolled.

You will be notified when your Enrollment Application is received. A meeting will be set to further get to know you and your daughter and to discuss her educational goals and special needs, if applicable.

We look forward to having you and your daughter as part of our Tessera Hall Academy family.

Tessera Hall Academy
Strength in Diversity
 PO Box 5142, St. Louis, MO 63139

Student Information

 Last Name First Name Middle Name Date of Birth

 Residence Address City State Zip

 Social Security Number

This residence is: Permanent Temporary Child is Homeless/ Migrant

This residence is within: The City of St. Louis Public School District (SLPS)

Child's grade for the 2016-2017 school year: _____

Child's Gender: Male Female

Child's Ethnicity: African American Caucasian Hispanic Asian/Pacific
 American Indian Multi-racial/Multi-Ethnic Other: _____

Parent/Guardian Information

 Parent/Guardian #1: Last Name First Name

 Residence Address City State Zip

 Home Phone Cell Phone Work Phone

 Email Address Employer's Name & Address

 Parent/Guardian #2: Last Name First Name

 Residence Address City State Zip

 Home Phone Cell Phone Work Phone

 Email Address Employer's Name & Address

Please check this box if mail should be sent to both addresses.

Tessera Hall Academy
Strength in Diversity
 PO Box 5142, St. Louis, MO 63139

Homeless and Migratory Status

Homeless Status

Are you sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason?

Yes No

Please provide explanation of similar reason:

Are you currently living in a temporary housing arrangement due to economic hardship? Yes No

Are you currently residing at a motel, hotel, in a car, or at a campsite because your home has been damaged because of economic reasons? Yes No

Are you currently residing in a shelter? Yes No

Migratory Status

If you have moved from one school district to another in the past six years, please answer the following questions to help us determine whether your child is eligible for a special program of supplemental services:

Before the move, was either parent (or guardian) employed in some form of temporary or seasonal agricultural or agriculture-related work such as: planting or harvesting crops (vegetables, fruits, cotton, etc.); landscaping; transporting farm products to market; feeding poultry; gathering eggs; working in hatcheries, processing poultry, beef, hogs, fruit, vegetables, etc.; working on a dairy farm or a catfish farm; cutting firewood or logs to sell? Yes No

Was the move from one school district to another made for the purpose of looking for or obtaining any of the above jobs? Yes No

Is either parent (or guardian) now employed in any of the above kinds of work? Yes No

Have you moved away with your child during only the summer months to engage in crop harvesting or other seasonal agricultural work? Yes No

 Parent or Guardian Signature

 Date

Tessera Hall Academy
Strength in Diversity
 PO Box 5142, St. Louis, MO 63139

Student Services Intake Information

Tessera Hall Academy is fully committed to providing quality education to all of our students, including those with special needs. In order to do this, we need your help. Please complete this page in its entirety.

Previous School Information

School's Name	School's City & State	School's District

Type of School: Public Charter Private Parochial Home School Other: _____

Has your child ever been suspended or expelled from any school in Missouri or any other state? Yes No

If the answer is yes, please state whether any such suspension or expulsion was for an offense relating to weapons, alcohol or drugs, or for the willful infliction of injury to another student. Yes No

Special Education and Disability Accomodation

Has your child been involved with early intervention services (birth to age 3)? Yes No

Has your child been screened for special education by the public schools? Yes No

Does your child have a current Individual Educational Plan (IEP)? Yes No

If yes, please explain briefly:

Has your child received special education services? Yes No

Does your child receive services under section 504 of the Rehabilitation Act of 1973? Yes No

If yes, please explain briefly:

Please check any of the following services your child has and/or still receives.

- Speech and Language
 Physical Therapy
 Self-Contained Classroom
 Inclusion Services
 Orientation and Mobility
 Adapted Physical Education
 Occupational Therapy
 Counseling
 Deaf and Hard of Hearing
 Visually Impaired
 Medical Services
 Resource Room

Does your child wear glasses? Yes No

Does your child wear a hearing aid? Yes No

Are you concerned that your child may have a special need that has not been evaluated yet? Yes No

If yes, please explain briefly:

 Parent or Guardian Signature

 Date

APPENDIX N: MARKETING TIMELINE

ACTION ITEM	COMPLETION PREDICTION
Creation of website, Face Book and Twitter Accounts	March, 2013
Marketing material created: flyers, handouts, business cards, brochures	April, 2013
Meetings with alderman, church leaders, community organizations, and legislatures	Began April, 2013 and ongoing
Engagements at community events and specific locations	Starting August 2013 and ongoing
Student recruitment starts with initial pre-applications sent to support database	January, 2016
Ads taken out in local media	February 2016
1st Community Celebration and Lottery	March, 2016
50% Enrollment	March, 2016
75% Enrollment	May, 2016
100% Enrollment	June, 2016
School Kick-off Celebration	July, 2016

APPENDIX O: Potential Community Partnerships

Business or Organization	Services Provided	Partnership Possibilities
Carpenter Branch Library	Library and information services	Literacy programs, reading support, tutoring, service learning opportunities
Grand Oak Hill Community Corporation	Housing services; Senior Center	Family support, service learning opportunities
International Institute	Immigrant services	Support services for immigrant families
College Bound	College preparation and mentoring	College preparation enrichment programs
COCA	Arts Education	Arts education programs
Scholarship Foundation of St. Louis	Collaborative Agency	College counseling
History Museum	Academic	Education Resources
Missouri Botanical Gardens	Academic/ Volunteer	Educational Resources and Volunteer opportunities
Small Animal Farm Therapy Association	Therapy and Instruction	Education Resource, Volunteer Opportunities

APPENDIX P: FIVE YEAR BUDGET & WORKSHEETS

Tessera Hall Academy								
FIVE-YEAR OPERATIONAL BUDGET								
			Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
			Budget	Budget	Projected	Budget	Budget	Budget
Revenues								
5100	Local Revenue		225,000	180,000	171,574	250,626	332,080	412,638
5300	State Revenue		-	1,503,900	2,196,813	2,910,777	3,616,896	4,252,403
5400	Federal Revenue		-	322,900	452,060	598,980	744,285	875,059
5899	GRAND TOTAL REVENUES		225,000	2,006,800	2,820,448	3,760,383	4,693,260	5,540,100
Expenditures								
1100	Regular Programs		61,500	616,351	948,738	1,408,835	1,952,789	2,251,862
1200	Special Programs		-	107,741	123,112	141,134	216,914	233,646
1999	TOTAL INSTRUCTION (K-12 Only)		61,500	724,092	1,071,850	1,549,969	2,169,703	2,485,508
2100	Support Services - Pupils		-	49,586	164,787	264,355	384,436	440,146
2200	Support Services - Instructional Staff		-	20,000	28,000	37,100	46,100	54,200
2300	Support Services - General Administration		12,000	25,000	45,000	55,000	57,500	60,000
2400	Support Services - School Administration		60,000	184,627	194,805	219,160	232,488	245,802
2500	Operation and Maintenance of Plant Services		46,000	322,500	448,700	378,550	442,250	511,500
2550	Pupil Transportation		-	5,000	7,000	9,025	11,775	13,550
2560	Food Services		-	216,000	302,400	400,680	497,880	585,360
2642	Recruitment and Placement		5,000	7,000	8,000	8,000	9,000	10,000
2660	Technology		10,000	53,000	69,000	90,000	108,000	126,000
2998	TOTAL SUPPORT SERVICES		133,000	882,713	1,267,692	1,461,870	1,789,429	2,046,558
3000	Community Services		2,000	5,000	10,000	82,641	87,697	89,815
5000	Long and Short Term Debt		-	40,000	40,000	152,000	152,000	152,000
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT		2,000	45,000	50,000	234,641	239,697	241,815
9999	GRAND TOTAL EXPENDITURES		196,500	1,651,805	2,389,542	3,246,481	4,198,829	4,773,881
Total Revenue Over/(Under) Total Expenses			28,500	354,995	430,906	513,903	494,432	766,218
Beginning Balance, July 1			-	28,500	383,495	814,401	1,328,304	1,822,736
Ending Balance, June 30			28,500	\$ 383,495	\$ 814,401	\$1,328,304	\$1,822,736	\$ 2,588,954
	opening balance 7/1			\$ 28,500	\$ 411,995	\$1,226,397	\$2,554,701	\$ 4,377,436
	operating income		28,500	\$ 383,495	\$ 814,401	\$1,328,304	\$1,822,736	\$ 2,588,954
	year end balance		28,500	\$ 411,995	\$1,226,397	\$2,554,701	\$ 4,377,436	\$ 6,966,390
	dese fund balance			25.56%	52.20%	82.56%	108.17%	150.73%

Tessera Hall Academy								
			WADA used to calculate Prop c	191	279	369	459	542
LOCAL REVENUE WORKSHEET				Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail			Projected	Projected	Projected	Projected	Projected
5113		Prop c			171,574	250,626	332,080	412,638
5140	Earnings on Investments							
	5141	Earnings from Temporary Deposits						
5150	Food Service - Pupils							
	5151	Sales to Pupils						
5160	Food Service - Adults							
	5161	Sales to Adults						
	5165	Food Services - Non-Program						
5170	Enterprise Sources							
	5171	Admissions						
	5172	Bookstore Sales						
	5173	Student Organization Membership Dues and Fees						
	5179	Other Pupil Activity Income						
5180	Community Services							
	5181	Community Services						
5190	Other Revenue from Local Sources							
	5191	Rentals						
	5192	Gifts						
	5195	Prior Period Adjustment						
	5196	Net Receipts from Clearing Accounts						
	5198	Miscellaneous Local Revenue						
5199		Local Revenue - Subtotal		\$ -	\$ 171,574	\$ 250,626	\$ 332,080	\$ 412,638

Tessera Hall Academy							
STATE REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail	Enrollment	Projected	Projected	Projected	Projected	Projected
			200	280	371	461	542
5310	Foundation Formula, State Aid						
	5311	Basic Formula - State Monies	1,503,900	2,124,813	2,804,377	3,475,916	4,077,223
	5312	Transportation					
	5314	Early Childhood (3 & 4 Year Old) Special Education					
	5317	Career Ladder/Excellence in Education Act					
	5319	Basic Formula - Classroom Trust Fund		72,000	106,400	140,980	175,180
	5322	Career Education/At-Risk - State Educational and Screening Program					
	5324	Entitlement/Parents as Teachers					
5330	State Revenue						
	5332	Career Education - State					
	5333	Food Service - State					
	5337	Adult Education & Literacy (AEL) - State					
	5338	Adult Education Special Literacy Grant					
	5353	Job Development/Customized Training					
	5358	Safe School Initiative Grant					
	5359	Career Education Enhancement Grant					
	5362	A+ Schools Grant					
	5364	eMINTS/METS Classrooms					
	5366	MO Department of Natural Resources (DNR) Energy Loans					
	5367	MO School Age Children's Health Services Grant					
	5369	Residential Placement/Excess Cost					
	5371	Readers for the Blind					
	5372	State Emergency Management Agency (SEMA) Funds					
	5376	Select Teachers As Regional Resource					
	5377	MO Department of Natural Resources (DNR) Energy Grant					
	5381	High Need Fund - Special Education					
	5382	Missouri Preschool Project					
	5397	Other State Revenue					
5399		State Revenue - Subtotal	\$ 1,503,900	\$ 2,196,813	\$ 2,910,777	\$ 3,616,896	\$ 4,252,403

		Tessera Hall Academy					
		Enrollment	200	280	371	461	542
FEDERAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5410-19	Grants-in-Aid -- Unrestricted, Direct						
	5411	Impact Aid					
	5412	Medicaid					
	5413	Federal Disaster Assistance					
	5416	Federal Housing					
	5417	Federal Flood Counseling					
	5418	Reserve Officer Training Corps (ROTC)					
5420-59	Grants-in-Aid - Restricted, Federal Through State						
	5421	Child Development Associate (CDA) Grant					
	5427	Perkins Basic Grant, Career Education					
	5431	Perkins Tech Prep Grant, Career Education					
	5435	Workforce Investment Act (WIA) - Federal					
	5436	Adult Education & Literacy (AEL) - Federal					
	5441	Individuals with Disabilities Act (IDEA)	25,000	35,000	46,375	57,625	67,750
	5442	Early Childhood Special Education - Federal					
	5445	School Lunch Program	140,400	196,560	260,442	323,622	380,484
	5446	School Breakfast Program	64,800	90,720	120,204	149,364	175,608
	5447	Special Milk Program					
	5448	After-School Snack Program					
	5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	72,700	101,780	134,859	167,574	197,017
	5452	Title I, Part C - Migrant Education					
	5453	Title I, Part B - Student Reading Skills Improvement Grants					
	5454	Title I, Part F - Comprehensive School Reform					
	5455	Title V, ESEA - Innovative Education Programs					
	5456	Title Iv, LIFT Grant					
	5459	Twenty-First Century Grant					
5460-79	Other Federal Restricted, Through the State						
	5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
	5462	Title III, ESEA - English Language Acquisition and Academic Achievement					
	5463	Education for Homeless Children and Youth					
	5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathematics and Science Partnerships	20,000	28,000	37,100	46,100	54,200
	5466	Title II, Part D, ESEA - Enhancing Education Through Technology					
	5472	Child Care Development Fund Grant					
	5473	National and Community Service Trust Act of 1993					
	5475	AIDS Education Grant					
	5476	Title I, Part B - Even Start Family Literacy					
	5477	Federal Emergency Management Agency (FEMA) Funds					
	5478	Vocational Rehabilitation					
5480-89	Other Grants-in-Aid-Restricted, Federal						
	5481	Department of Health Food Service Program					
	5482	Workforce Investment Act (WIA)					
	5483	Head Start					
	5484	Pell Grants					
	5486	Impact Aid, Restricted Purpose					
	5489	Facilities Infrastructure Improvement Grant					
	5492	Title I, Part B - Rural Education Initiative					
	5497	Other Federal Revenue					
5499		Federal Revenue -- Subtotal	\$ 322,900	\$ 452,060	\$ 598,980	\$ 744,285	\$ 875,059

EXPENDITURES BY FUNCTION

	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
		Projected	Projected	Projected	Projected	Projected
6100 Salaries		389,625	616,625	910,500	1,285,840	1,482,597
6200 Benefits		133,726	208,513	312,365	438,374	503,615
6300 Purchased Services		33,000	39,600	58,970	70,575	78,650
6400 Supplies & Materials	5,500	53,000	70,000	92,000	116,000	137,000
6500 Equipment	56,000	7,000	14,000	35,000	42,000	50,000
1111 Total Classroom Instruction	61,500	616,351	948,738	1,408,835	1,952,789	2,251,862
6100 Salaries		55,000	56,100	57,783	102,583	104,635
6200 Benefits		17,741	18,012	18,426	33,656	34,161
6300 Purchased Services		30,000	42,000	55,650	69,150	81,300
6400 Supplies & Materials		5,000	7,000	9,275	11,525	13,550
6500 Equipment		-	-	-	-	-
1221 Total Special Programs	-	107,741	123,112	141,134	216,914	233,646
6100 Salaries		30,000	75,300	147,256	191,401	233,229
6200 Benefits		11,586	26,939	53,054	72,323	84,721
6300 Purchased Services		8,000	8,500	9,000	9,500	10,000
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2114 Total Support Services-Pupils	-	49,586	110,739	209,310	273,224	327,950
6100 Salaries		-	40,000	40,800	82,500	84,975
6200 Benefits		-	14,048	14,245	28,712	27,221
6300 Purchased Services		-	-	-	-	-
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2119 Enrollment Coordinator	-	-	54,048	55,045	111,212	112,196
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services		20,000	28,000	37,100	46,100	54,200
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2213 Total Professional Development	-	20,000	28,000	37,100	46,100	54,200
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services	12,000	25,000	45,000	55,000	57,500	60,000
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2311 Total Board Services	12,000	25,000	45,000	55,000	57,500	60,000
6100 Salaries		85,000	87,550	91,928	96,524	101,350
6200 Benefits		25,127	25,755	26,833	27,964	29,152
6300 Purchased Services	60,000	73,500	80,400	99,200	106,500	113,300
6400 Supplies & Materials		1,000	1,100	1,200	1,500	2,000
6500 Equipment		-	-	-	-	-
2411 Total Building Principal Services	60,000	184,627	194,805	219,160	232,488	245,802
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services		8,500	12,200	18,200	19,400	21,000
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2511 Total Business Support Services	-	8,500	12,200	18,200	19,400	21,000
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	4,200	4,200	4,200
6300 Purchased Services	12,000	250,000	362,500	241,150	299,650	352,300
6400 Supplies & Materials	10,000	36,000	43,000	50,000	57,000	69,000
6500 Equipment	24,000	3,000	6,000	15,000	12,000	15,000
6500 Debt Service		-	-	-	-	-
2541 Total Operation of Plant Services	46,000	289,000	411,500	310,350	372,850	440,500
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services		25,000	25,000	50,000	50,000	50,000
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2546 Total Security	-	25,000	25,000	50,000	50,000	50,000
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services		5,000	7,000	9,025	11,775	13,550
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2551 Total Transportation	-	5,000	7,000	9,025	11,775	13,550
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services		216,000	302,400	400,680	497,880	585,360
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2563 Total Food Services	-	216,000	302,400	400,680	497,880	585,360
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services	5,000	7,000	8,000	8,000	9,000	10,000
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
2642 Total Recruitment and Placement	5,000	7,000	8,000	8,000	9,000	10,000
6100 Salaries		-	-	-	-	-
6200 Benefits		-	-	-	-	-
6300 Purchased Services	10,000	18,000	24,000	30,000	33,000	36,000
6400 Supplies & Materials		35,000	45,000	60,000	75,000	90,000
6500 Equipment		-	-	-	-	-
2661 Total Technology	10,000	53,000	69,000	90,000	108,000	126,000
6100 Salaries		-	-	55,000	56,650	58,350
6200 Benefits		-	-	15,641	16,047	16,466
6300 Purchased Services	2,000	5,000	10,000	12,000	15,000	15,000
6400 Supplies & Materials		-	-	-	-	-
6500 Equipment		-	-	-	-	-
3305 Total Community Services	2,000	5,000	10,000	82,641	87,697	89,815
GRAND TOTAL EXPENDITURES	196,500	1,611,805	2,349,542	3,094,481	4,046,829	4,621,881

WADA CALCULATION

FRL WEIGHT	LEP WEIGHT	WADA	per WADA payment	less sponsor fee	TOTAL							
6.55	4.30	190.85	8000	0.985	1,503,900							
7.74	5.05	278.78	8000	0.985	2,196,813							
10.25	6.69	369.39	8000	0.985	2,910,777							
12.74	8.31	459.00	8000	0.985	3,616,896							
14.97	9.77	539.65	8000	0.985	4,252,403							
Year 2		Year 3		Year 4		Year 5						
frl	lep	frl	lep	frl	lep	frl	lep					
50%	5%	50%	5%	50%	5%	50%	5%					
140	14	185.5	18.55	230.5	23.05	271	27.1					
41.0%	2.1%	41.0%	2.1%	41.0%	2.1%	41.0%	2.1%					
109.06	5.59	144.50	7.40	179.56	9.20	211.11	10.81					
30.94	8.41	41.00	11.15	50.94	13.85	59.89	16.29					
0.25	0.6	0.25	0.6	0.25	0.6	0.25	0.6					
7.74	5.05	10.25	6.69	12.74	8.31	14.97	9.77					
Year 2	Year 3	Year 4	Year 5	participation rates								
140	186	231	271									
280	371	461	542									
280	371	461	542									
Year 2	Year 3	Year 4	Year 5									
101,780	134,859	167,574	197,017									
28,000	37,100	46,100	54,200									
35,000	46,375	57,625	67,750									

APPENDIX :Q OPENING YEAR CASH FLOW ANALYSI

Year 1 Cash Flow Forecast-Summary Object Level												
	7/31/2015	8/31/2015	9/30/2015	10/31/2015	11/30/2015	12/31/2015	1/31/2016	2/29/2016	3/31/2016	4/30/2016	5/31/2016	6/30/2016
Beginning Cash Balance	28,500	\$147,812	\$5,699	\$231,311	\$211,773	\$213,160	\$214,547	\$220,101	\$225,654	\$231,208	\$236,762	\$242,315
REVENUES												
Local	\$180,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
State	\$0	\$0	\$375,975	\$125,325	\$125,325	\$125,325	\$125,325	\$125,325	\$125,325	\$125,325	\$125,325	\$125,325
Federal	\$0	\$0	\$0	\$0	\$33,675	\$33,675	\$37,842	\$37,842	\$37,842	\$37,842	\$37,842	\$37,842
TOTAL REVENUES	\$180,000	\$0	\$375,975	\$125,325	\$159,000	\$159,000	\$163,167	\$163,167	\$163,167	\$163,167	\$163,167	\$163,167
EXPENDITURES												
6100 Salaries	\$13,083	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231	\$56,231
6200 Benefits	\$4,271	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094	\$19,094
6300 Purchased Services	\$34,292	\$56,292	\$64,542	\$59,042	\$66,792	\$66,792	\$66,792	\$66,792	\$66,792	\$66,792	\$66,792	\$66,792
6400 Supplies & Materials	\$1,792	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246	\$10,246
6500 Equipment	\$7,250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
6600 Debt Service	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL EXPENDITURES	\$60,688	\$142,113	\$150,363	\$144,863	\$157,613	\$157,613	\$157,613	\$157,613	\$157,613	\$157,613	\$157,613	\$157,613
SURPLUS	\$119,312	-\$142,113	\$225,612	-\$19,538	\$1,387	\$1,387	\$5,554	\$5,554	\$5,554	\$5,554	\$5,554	\$5,554
Ending Cash Balance	\$147,812	\$5,699	\$231,311	\$211,773	\$213,160	\$214,547	\$220,101	\$225,654	\$231,208	\$236,762	\$242,315	\$247,869

CONTRACTUAL SERVICES

Tessera Hall Academy							
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Budget	Projected	Projected	Projected	Projected
Administration							
	Principal	\$50,000					
	Office	10000					
Total Administration		\$60,000	\$0	\$0	\$0	\$0	\$0
Professional Services							
	Legal	\$2,000	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000
	Backoffice		\$54,000	\$60,000	\$66,000	\$72,000	\$78,000
	Audit		10,000	10,000	10,000	10,000	10,000
Total Professional Services		\$2,000	\$74,000	\$85,000	\$96,000	\$102,000	\$108,000
Education							
	Substitutes		\$2,625	\$2,625	\$3,000	\$3,000	\$3,400
	SPED OT, PT, SLP		\$25,000	\$32,500	\$40,000	\$50,000	\$60,000
	Ed. Services				\$10,000	\$10,000	\$10,000
	Coaches		4,000	5,000	8,000	10,000	10,000
Total Education Services		\$0	\$31,625	\$40,125	\$61,000	\$73,000	\$83,400
Technology							
	IT Support Services	\$10,000	\$24,000	\$27,000	\$30,000	\$33,000	\$36,000
Other							
	Cleaning & Maintenance	\$1,000	\$20,000	\$35,000	\$38,000	\$40,000	\$42,000
	Copier		12,000	12,600	24,000	24,000	24,000
	Transportation		1,200	5,000	6,000	7,000	8,000
	Trash	1000	4,800	5,000	5,300	5,500	6,000
	Security		25,000	25,000	30,000	35,000	40,000
Total Other Services		\$2,000	\$63,000	\$82,600	\$103,300	\$111,500	\$120,000
Total Contractual Services		\$74,000	\$192,625	\$234,725	\$290,300	\$319,500	\$347,400

T.H.A. BUDGET ASSUMPTIONS

Summary:

T.H.A. has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management. The reserves we build in the first three years will be utilized to purchase a building in year 3.

Pre-Opening Year:

Revenue: 225,000

Expense: 196,000

Year 1 opening cash balance: We anticipate a year 1 opening balance of \$ 28,500

Five-Year Budget:

Revenue:

State: The budget includes basic formula payments of \$8,000 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor. St. Louis charter schools are each receiving basic formula payments of \$8037 per WADA in the 2014-15 school year, according to their February 2015 DESE payment transmittal calculations. SEA has not built any basic formula revenue increases into our five-year budget.

Local: From year 2 onwards, the budget assumes Proposition C funding at \$875 per prior year WADA (below DESE's 2014-15 budgeted amount of \$922) will supplement the Basic Formula. No Proposition C revenue increase has been included in the budgets.

Federal: Title 1, Title 2, and SPED Part B funding has been projected using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates.

Expenses:

Salaries: Salaries have been projected using SLPS 2014-15 salary schedule information and our desire to have experienced teachers. We have included a 3% yearly salary increase for all SEA staff. Please see Staffing Worksheet showing the FTE salary increases. Principal salary increases at 5% per year.

Benefits: Benefits have been projected in the following way: 7.45% of salaries for FICA/Medicare, 15.87% retirement, 1.3% unemployment, and 350/month/employee allocation for health/dental premiums.

Classroom Instruction (1111): Salaries in this category include instructional staff. Purchased services reflect anticipated instructional software and substitute teacher costs. Supplies and materials reflect classroom textbooks and instructional materials (\$250 per student for textbooks, and \$50 per student for instructional materials). Following an initial 50K investment in the planning year, the school will allocate 7K in year 1 with 7k increases every year for classroom equipment and technology.

Special Education Services (1221): We have budgeted for additional contracted special education services throughout the five year term, based on a 10% special education student

population, and contracted services at \$1,500 per identified student. Supplies are projected at \$25 per identified student.

Support Services (2114): The purchased services reflect student information system license fee

Professional Development (2213): Congruent with Title 2 funding.

Board Services (2311): Includes allocations for audit, legal services, and liability insurance based on comps from other charters.

Building Principal Services (2411): Salaries reflect principal years 1 through 5. Minimal allocations have been made for discretionary spending as relates to memberships and staff appreciation.

Business Support Services (2511): Purchased services includes back office financial support and copier lease at 1,000/month per copier.

Operation of Plant Services (2541): school will rent facility in years 1 and 2 projected at 130 sf/student at \$7/sf. Operational costs at \$5/square foot. School will hire maintenance staff.

Transportation (2551): Field trip travel expenses at \$25/student.

Food (2563): SEA has built in a 5% cushion for food expenses to exceed revenue - and to be conservative have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$6/day per students for 180 days, which is equivalent 90% utilization.

Technology (2661): Purchased Services include IT support services. Supplies include computers with increasing allocations in all years. SEA will take advantage of corporate computer donation programs.

Community Services (3305): Salaries include Director of Development starting in year 3. Purchased Services include a 50/student allocation for donor cultivation and printing expenses.

APPENDIX R: CLOSURE POLICIES



Charter Schools Office

School Closure Policy, Processes and Procedure

Closure Policy

The UMSL CSO understands that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. The criteria for a decision for closure appear in the Renewal and Revocation Policies described above. If closure of a school is determined necessary, for any reason, the UMSL Charter School Office will work with the charter school's board of directors and school management to ensure the orderly closure of the school to protect the best interests of displaced families and staff with a focus on assisting successful transitions for all parties involved.

If a board of education of an existing UMSL charter school that is in good standing expresses an interest and is willing to take over the operations of the closing charter school and the UMSL CSO approves the take over, that school's board will serve as the interim board for the closing school during the transition, subject to DESE and State Board of Education approval.

Closure Processes and Procedures

Transition Team

The UMSL CSO will implement and oversee a Transition Team dedicated to ensuring the smooth transition of students and staff. Although oversight remains the statutory responsibility of the UMSL CSO, the Transition Team may play a significant role in the carrying out the closure process.

Communication

The UMSL CSO will closely monitor that the school communicates in a clear, adequate and timely manner with parents, school staff, the community and all stakeholder groups to ensure that students, families, school staff and the community have the support needed for student transfer/transition.

Student Records

The UMSL CSO will closely monitor all of the charter school's transference of student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state record retention schedules/policies and laws, including but not limited to:

- Conducting a review of all records
- Compiling student records into an electronically transferable format

- Provide staff for the purpose of transferring records to other schools
- Transferring all student related records for retention and historical accessibility to the local school district

Business and Personnel Records

The UMSL CSO will oversee the gathering and retention of all personnel, governance, and financial records according to the Public School Records Retention Schedule (PSRRS).

Submission of Final Data and Reports

The UMSL CSO will coordinate and oversee completion of all data and reporting for the closing charter schools, including but not limited to:

- Annual Secretary of the Board Report
- Final audit
- Any state/federal final program reports
- Any state/federal program final expenditure reports (FER)
- Core Data Reports
- Missouri Student Information System (MOSIS) data
- Any required student testing

Resolution of Financial Obligations

During the dissolution of an UMSL sponsored charter school the UMSL CSO shall coordinate efforts to ensure the meeting of financial obligation as required by law. The UMSL CSO is responsible for the oversight of all unobligated assets and contractually requires:

- Quarterly accountability reports on receipts and expenditures
- Quarterly bank statements for the closing school's accounts
- Monitoring all expenditures during and after school closure
- A final independent audit (if more than 3 months lapse for the official closure of the charter school)

If the charter school does not have sufficient funds to close out the school, the UMSL CSO has a statutory responsibility for any oversight and reporting.

Disposition of Assets

State Funds

The UMSL CSO will monitor that the distribution of all of the closing school's remaining assets purchased with state funds will be determined by the school's plan/policy in place for disposition of assets. The CSO will reasonably assure that the reallocation of equipment and materials from the closed charter school follow the students to their new school. Any remaining, un-obligated state-funded assets of the school shall be returned to the Department of Elementary and Secondary Education for their disposition.

Federal Funds

For equipment or materials purchased with federal funds exceeding a total of five thousand dollars (\$5,000) and in accordance with federal guidelines, the UMSL CSO shall verify that:

- A physical verification that federally purchased equipment or electronic items is conducted.
- An inventory of available items is sent to all local education agencies (LEAs) and the district within the charter school resides within 60 days of closure.
- An opportunity for LEAs/districts interested in acquiring inventory items to send a written request to the school and the UMSL CSO.
- Distribution of equipment or materials is based on:
 - Any equipment or materials purchased for an individual Education Plan (IEP) for a student with disabilities must follow that student to his/her new school.
 - All equipment and materials purchased with Federal IDEA Part B funds must be sent to a public special education program for use by students with disabilities.
- All materials purchased with specific funding sources (Perkins, TITLE I, TITLE III) must be sent to other LEAs participating in those programs.
- The percentage of students transferring from the closed school to the requesting LEA/district
- By lottery

Remaining Assets

Any remaining other assets, including those acquired through donations, gifts, or grants; or other sources, shall be disposed of upon dissolution of the school's board in accordance with the articles of incorporation of the school and the Missouri Nonprofit Corporation Act.

School Closure Checklist			
Due Date	Action	Responsibility	Status
At time of decision to close	Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities: · Retirement systems; · Teachers and staff; · Employment taxes and federal taxes; · Audit preparation; · Private creditors; and, · Overpayments from DESE.	T.H.A. Board Chair	
Within one week of decision to	Parent/Guardian Closure Transition Letter T.H.A. will distribute a letter with detailed guidance regarding transition plan. Notification will include, but not be limited to:	T.H.A. Board Chair	

close	<ul style="list-style-type: none"> · Date of the last day of regular instruction; · Cancellation of any planned summer school; · Date(s) of any planned school choice fair(s); · Listing of the contact and enrollment information for charter, parochial, public and private schools in the area; · Info on obtaining student records before the end of classes; · Date for upcoming parent/guardian closure meeting; and, · Contact information for T.H.A. School Closure Coordinator. 		
Within one week of decision to close	<p>Press Release Create and distribute a press release that includes the following:</p> <ul style="list-style-type: none"> · History of school; · Reason(s) for school closure; · Briefly outline of support for students, parents and staff; and, · Contact information for T.H.A. Closure Coordinator. 	T.H.A. Principal	
Within one week of decision to close	<p>Initial Closure Notification Letter: Parents & School Distribute letter to faculty, staff and parents outlining:</p> <ul style="list-style-type: none"> · Reason(s) for school closure; · Initial timeline for transition; and, · Contact information for School Closure Coordinator 	T.H.A. Principal	
Within one week of decision to close	<p>Initial Closure Notification Letter: State & Local Agencies Letter to the State Board of Education and local school districts (as necessary to inform local district for purposes of enrolling students from the closing school) to include:</p> <ul style="list-style-type: none"> · Notification materials distributed to faculty, staff and parents; · Reason(s) for school closure; and · Copy of any termination agreement(s) (if applicable). 	T.H.A. Principal	
Ongoing until end of classes	<p>Continue Current Instruction Continue instruction under current education program per T.H.A. charter contract until end of school calendar for regular school year.</p> <p>Continue to Administer MAP Tests Continue to administer MAP tests in accordance with regulations and policies.</p> <p>Board Communication Provide advance copies of all meeting agendas, minutes, financials, all supporting documentation for Board minutes, and all documents as outlined throughout this Checklist</p>	T.H.A. Principal	
Ongoing until completion of dissolution	<p>Board Communication Provide advance copies of all meeting agendas, minutes, financials, all supporting documentation for Board minutes, and all documents as outlined throughout this Checklist</p>	T.H.A. Director of Operations	
Ongoing until completion of dissolution	<p>Maintain Insurance T.H.A. assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. T.H.A will:</p> <ul style="list-style-type: none"> · Maintain existing insurance coverage until the disposal of such assets under the school closure action plan; 	T.H.A. Director of Operations	

	<ul style="list-style-type: none"> · Continue existing insurance for the facility and other assets until <ol style="list-style-type: none"> 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of other assets are sold; · Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.); · Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school. 		
Ongoing until completion of dissolution	<p>Reporting of Financial Condition</p> <p>T.H.A. will prepare the following financial documents on a monthly basis as of the close of the following month until finalization of closure</p> <ul style="list-style-type: none"> · A current balance sheet as of the month just ended before the closure decision; · A current income statement as of the month just ended before the closure decision; and, · A month-to-month cash flow statement to operate through the closure date which accounts for the full disposition of assets. 	T.H.A. Director of Operations	
Within 30 days of decision to close	<p>Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities:</p> <ul style="list-style-type: none"> · Retirement systems; · Teachers and staff; · Employment taxes and federal taxes; · Audit preparation; · Private creditors; and, · Overpayments from DESE. 	T.H.A. Board Chair	
Within 15 days of decision to close	<p>Parent/Guardian Closure Transition Letter</p> <p>T.H.A. will distribute a letter with detailed guidance regarding transition plan. Notification will include, but not be limited to:</p> <ul style="list-style-type: none"> · Date of the last day of regular instruction; · Cancellation of any planned summer school; · Date(s) of any planned school choice fair(s); · Listing of the contact and enrollment information for charter, parochial, public and private schools in the area; · Information on obtaining student records before the end of classes; · Date for upcoming parent/guardian closure meeting; and, · Contact information for T.H.A. School Closure Coordinator. 	T.H.A. Principal	
Within 30 days of decision to close	<p>Convene Parent/Guardian Closure Meeting</p> <p>Include the following discussion points:</p> <ul style="list-style-type: none"> · Provide overview of closure decision; · Provide calendar of important dates for parents; · Provide specific remaining school vacation days and date for end of classes; · Present timeline for transitioning students; · Present timeline for closing down of school operations; and, · Provide contact information for T.H.A. School Closure Coordinator. 	T.H.A. Principal	

<p>Within 15 days of decision to close</p>	<p>Employees and Benefit Providers T.H.A. will establish an employee termination date and:</p> <ul style="list-style-type: none"> · Notify all employees of termination of employment and/or contracts (include in Staff/Faculty Closure Transition Letter); · Notify benefit providers of pending termination of all employees; · Notify payroll processor of pending closure of the school; · Notify employees and providers of termination of all benefit programs contracts (include in Staff/Faculty Closure Transition Letter); · Terminate all benefits programs as of the last date of service in accordance with applicable law and regulations (e.g., COBRA). 	<p>T.H.A. Director of Operations</p>	
<p>Within 15 days of decision to close</p>	<p>Staff/Faculty Closure Transition Letter T.H.A. will distribute a letter which outlines transition plans and timelines for staff, including but not limited to:</p> <ul style="list-style-type: none"> · Commitment of school’s board to transitioning staff; · Commitment to positive transition for children into new educational settings; · Any transition to new employment assistance board anticipates providing (such as job fairs); · Timelines for compensation and benefits; · Timelines for outstanding professional development issues; · COBRA information; · Processing of year-end tax documents (W-2’s, 1099’s, etc.) · Pertinent licensure information; · Date for upcoming staff/faculty closure meeting; and, · Contact information for T.H.A. School Closure Coordinator. 	<p>T.H.A. Board Chair & Principal</p>	
<p>Within 30 days of decision to close</p>	<p>Convene Faculty/Staff Meeting Include the following discussion points:</p> <ul style="list-style-type: none"> · Commitment to continuing coherent school operations throughout closure transition; · Plan to assist students and staff by making closing as smooth as possible; · Reasons for closure; · Timeline for transition details; · Compensation and benefits timeline; and, · Contact information for T.H.A. School Closure Coordinator. 	<p>T.H.A. Board Chair & Principal</p>	
<p>Within 30 days of decision to close</p>	<p>Notify Agencies/Organizational Partners Agency notifications will include (at a minimum):</p> <ul style="list-style-type: none"> · Missouri teacher retirement system; · Organizations and/or institutions with which the school has partnered <p>Notify Contractors/Vendors The T.H.A. will formulate a list of all contractors and vendors with contracts in effect and:</p> <ul style="list-style-type: none"> · Notify them regarding school closure and cessation of operations; · Instruct contractors and vendors to make arrangements to remove any property from the school by a certain date (copying 	<p>T.H.A. Director of Operations</p>	

	machines, water coolers, other rented).		
Within 30 days of decision to close	<p>Notify Creditors and Debtors</p> <p>T.H.A. will formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor and:</p> <ul style="list-style-type: none"> · Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations. · Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained. 	T.H.A. Director of Operations	
Within 30 days of decision to close	<p>Audit Engagement</p> <p>T.H.A. will engage, by a vote of the board, an independent auditor subject to DESE approval, to conduct a final close-out audit of the school. T.H.A. will submit a signed and dated copy of the engagement letter to DESE along with an estimated timeline the audit.</p>	T.H.A. Board Chair & Principal	
Within one week after the last day of instruction	<p>Final Report Cards</p> <p>After the last day of instruction, T.H.A. will:</p> <ul style="list-style-type: none"> · Compile all student records and final report cards; · Provide parents/guardians with copies of final report cards and notice of where student records will be sent. 	T.H.A. Principal	
Within 30 days after the last day of instruction	<p>Archival and Transfer of Student Records</p> <p>T.H.A. will ensure that each student continues his or her education and has complete student records (academic, health, special education) archived and transferred to their new school. Student records include:</p> <ul style="list-style-type: none"> · Grades and any evaluation; · All materials associated with Individual Education Plans or 504s; · Immunization records; and, · Parent/guardian information 	T.H.A. Principal	
Within 30 days after the last day of instruction	<p>Payroll and Employment Verification Reports</p> <p>T.H.A. will provide a list of all payroll reports including taxes, retirement or adjustments on employee contracts as well as employment verification report to each employee, including:</p> <ul style="list-style-type: none"> · Evidence of having made payment and arrangements for the timely and complete processing of all payroll documentation (W-2's, 1099's, etc.). Evidence of such will consist of a signed and dated assurance from the provider. · An employment verification report to each employee at the end of their employment which includes the dates that the individual worked at the school, the position(s) held (including grade and subject taught if a teacher), and salary 	T.H.A. Principal	
Within 30 days after	<p>Itemized Financials</p> <p>T.H.A. will review, prepare and make available:</p>	T.H.A. Director of	

the last day of instruction	<ul style="list-style-type: none"> · Fiscal year-end financial statements; · Cash analysis; · List of compiled bank statements for the year; · List of investments; · List of payables (and determinations of when a check used to pay the liability will clear the bank); · List of all unused checks; · List of petty cash; · List of bank accounts; and, · List of all payroll reports including taxes, retirement or adjustments on employee contracts · Additionally, collect and void all unused checks as well as close accounts once transactions have cleared. 	Operations	
Within 60 days of the last day of instruction	<p>Final Reporting</p> <p>T.H.A. will submit any and all final reports and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.</p>	T.H.A. Principal	
Within 60 days of the last day of instruction	<p>Conduct an Inventory and Plan for Disposition of Assets</p> <p>T.H.A. will plan for the disposition of all assets, property, and inventory, including assets purchased with federal and Missouri State funds. Specifically, T.H.A. will:</p> <ul style="list-style-type: none"> · Create a fixed asset list segregating MO State and federal dollars; · Note source codes for funds and price for each purchase; · Establish fair market value, initial and amortized for all fixed assets; · Ensure that all liabilities and obligations of the School are paid and discharged to the extent of the School's assets; and, · Ensure that any unobligated assets be returned to DESE. 	T.H.A. Director of Operations	
Within 60 days of the last day of instruction and ongoing	<p>Documenting the Disposition of and Transfer of Corporate Records</p> <p>T.H.A.'s Board will maintain all corporate records related to:</p> <ul style="list-style-type: none"> · Employees (background checks, personnel files); · Loans, bonds, mortgages and other financing; · Contracts and Leases; · Assets and asset sales; · Grants (records relating to federal grants must be kept in accordance with 34 CFR 8042.) · Governance (minutes, by-laws, policies); · Accounting/audit, taxes and tax status; · Employee benefit programs and benefits; and, · Any items provided for in the closure action plan 	T.H.A. Board Chair	
Within 120 days of the last day of instruction	<p>Audit</p> <p>T.H.A. must submit a final closeout audit (by an independent CPA firm or Missouri State auditor, as determined by statute), which documents disposition of all liabilities</p>	T.H.A. President and CEO	

APPENDIX 1: BOARD RESUMES, RESPONSES, AND BACKGROUND CHECKS

Beckie Baum

7410 Triwoods Drive Unit I, Saint Louis, MO 63119 - 314-580-6995 (C) - baumrm@gmail.com

Summary

Compassionate school social worker who has earned trust and respect from students, parents, colleagues, and administration for 13+ years.

Core Qualifications

- Provide individual and group counseling
- Develop innovative lessons that motivate students and promote social emotional growth
- Design and implement behavior management plans
- Collect data and evaluate student progress on IEP goals
- Serve on the Ferguson Florissant and SSD Crisis Teams
- Prepare social histories on children with special needs
- Consult with regular and special education teachers
- Active Committees: Community Response Team, Social Work Resource Committee, Area Leadership Team, Positive Behavior Intervention Support Team
- Facilitate psychiatric consultations
- Provide trainings to staff on behavioral and mental health issues in the school setting
- Provide case management for students and families
- Coordinate school and community resources
- Knowledgeable about community and agency resources
- Mentor new SSD social workers

Achievements

- Community Leadership for Teachers - FOCUS St. Louis
- Presenter at the Missouri Conference for Special Education Administrators
- Special School District Lasting Impression Award
- Co-developed, researched, and copyrighted 7 Mental Health Presentations
- Developed the Crisis Team Manual for Special School District
- Co-developed the Crisis Team Manual for the Ferguson Florissant School District
- Co-Director of the Special School District Crisis Team for St. Louis County
- Assisted in the development and writing of SEA Academy Charter

Professional Experience

Clinical Social Worker, Geriatric & Adults, Psychiatric SSM Behavioral Health St. Louis, Missouri	May 2010 - present
School Social Worker, Special Education, K-12 Special School District, St. Louis, Missouri	Aug 2000 - present

Education and Training

Master of Social Work - Family
 St. Louis University, St. Louis, Missouri May 2000

Bachelor of Arts: Human Services
 Fontbonne College, St. Louis, Missouri May 1998

Certifications and Licenses

- School Social Work Certification (Illinois)
- Clinical Social Work License, LCSW (Missouri)

I. BACKGROUND

1. Resume attached.
2. Affirmed. DOB: 10/06/1975
3. I was of aware of the proposed charter school since the very beginning. A group of alums, faculty, and parents from my former high school formed a committee to write a charter. I was asked to be on the Board.
4. I am an energetic, passionate, woman who has dedicated my own career to education. I am a school social worker for children with special needs. I strongly believe in the public school system and even more so in single gender education. I want to see school girls in South St. Louis City have an option (much like I did) for a quality education.

5. No, I have never served on a school board in any capacity. However, I have worked in the public education system for 13 years for the Special School District in the Ferguson Florissant School District. With that being said, I am extremely familiar with public education and school law. I want to serve in this capacity because I feel it is extremely important to give back to my community and even more important to want to see the legacy of my high school carry on in some capacity.
6. My understanding of the role of a board member of a public charter school is to carry out the mission and vision of the charter, set and govern sound policy, engage in strategic planning meetings, plan and attend productive board meetings, provide guidance on legal and legislative issues, accreditation, financial/budget issues, support our administrator, and network/build relationships.
7. I am currently a public school social worker in North St. Louis County with and work with at risk children who have special needs. I have knowledge of both the regular education setting and children with IEP's. I have worked at both the elementary and secondary levels I am also the Co-Director of the SSD Crisis Team and work with many administrators across St. Louis County. I am very knowledgeable about community resources for families, students and teachers.
8. My image of T.H.A. after the 1st year is that we will have a thriving single gender charter school in the city of St. Louis. After our first few years with middle school girls, I look forward to the following year with our first cadre of high school girls. After four years, we will have established a strong female student body of 6th through 9th graders who are continuing to work together with their teachers to empower one another to become confident successful leaders. We will be examining ways to improve and build upon our strengths of both our students and faculty.

II. EDUCATIONAL PHILOSOPHY

9. T.H.A. is a college-prep community in which students, teachers, and parents work together to empower young women, through rigorous academics, to find the successful woman inside herself, be responsive to the needs of others, and become self-confident leaders and contributors in a global society. T.H.A. will provide an effective college preparatory curriculum embedded with a character-building program in which students learn to set educational and personal goals, engage in diverse and motivating extracurricular activities, including community involvement. A dedicated faculty and staff, with parental support and encouragement, will instill respect and accountability in all areas in and out of the classroom. Students will be challenged to perform at their own personal best in a rigorous college preparatory curriculum, and T.H.A. will measure success by an 85% college acceptance rate. Students will learn to respect themselves, their peers, parents and school personnel, and that respect will be evidenced by mutual encouragement and empowerment.
10. With a strong foundation in character education, T.H.A. will increase student achievement and decrease student achievement gaps in reading/language arts and mathematics. T.H.A. will have an academic focus on literacy and writing within every discipline. Reading and writing standards will be established in all disciplines. T.H.A. will prepare graduates for transition to college and careers.
11. A successful charter school operates on a model that demands much more of students, parents and teachers than the typical school does. I believe expectations are high, as is the quality of teachers and principals, and so are the results. I believe the main challenges the board will face the first year or two will be to remain accountable with the students, staff, and supporting university.

III. CONFLICT OF INTEREST DISCLOSURE

12. Gary Stoff – the father of Paula Stoff Dean (friend)

Nicole Trueman Shaw – former alum/classmate of St. Elizabeth Academy, co-founder of T.H.A.

Pat Acquisto – co-founder of T.H.A.

John Adam – co-founder of T.H.A.

Jane Keuss – friend of my mom (Clarice Moenigmann Baum), co-founder of SEA

Alexis Wilson-Kirk – friend

13-20. N/A

21. In terms of conflict of interest with the board, I would like to see it addressed at a board meeting. A potential approach may come from Charter Schools Tools website.

Alexis Wilson-Kirk

4439 Osceola Street, Saint Louis, MO 63116 - 314-497- (C) 314-497-7093 – alexiswk74@gmail.com

Summary

Seasoned Integrated Logistics Support integrator with extensive experience in life cycle customer support, supply support (specifically Performance Based Logistics Supply Support) and managing/implementing technical data.

Core Qualifications

- Program Execution Plan Development & Implementation
- Organizational Design & Team Charter Development
- Communication Plan Development & Implementation
- Customer Satisfaction Monitoring & Management
- Risk, Issue and Opportunity Analysis & Management
- Technical Performance Measures & Metrics Management
- Design, Implementation & Management of Performance Based Logistics Requirements
- Design, Development & Implementation of In-Service Support
- Design, Development & Implementation of Life Cycle Customer Support
- Design for Supportability Experience
- Development & Implementation of Integrated Logistics Support Plans
- Development & Implementation of Site Activation Plans

Accreditations and Licenses

Federal Aviation Administration
Airframe and Powerplant License

December 1996

Professional Experience

The Boeing Company
St. Louis, Missouri

August 1997 - present

McDonnell Douglas Aerospace
St. Louis, Missouri

Summer 1995
Summer 1996
January 1997 – August 1997

Education and Training

Associate of Science: Multimedia
ITT Technical Institute, Earth City, Missouri March 2006

Master of Business Administration
Fontbonne College, St. Louis, Missouri December 1999

Bachelor of Science: Aeronautical Technology
Purdue University, West Lafayette, Indiana December 1996

I. BACKGROUND

1. Attached is a copy of my resume. Additionally, I would like to add that as an alumna of an all-girls high school that pursued a degree in a very technical program, I am forever grateful for the tenacity single-sex education instilled in me. I was never afraid to answer a question or speak my mind in class. I never worried about what a boy might think of me for answering a question. And I wasn't afraid or embarrassed to ask for help when I needed it. I am a huge proponent of single-sex education!
2. I will be over 18 years old by January 1st of 2014.
3. My good friend, Beckie Baum, informed me of the opportunity.
4. I would like to serve on the Board of T.H.A because I believe families in St. Louis need more opportunities for single-sex education (particularly non-parochial opportunities).
5. I have never served on a Board of this nature before but I have been interested in doing so for the past few years. The primary reason for this is I believe in giving back to the community - I gained so much from attending an all-girls school but, due to distance, I can't support them the way I would like. This allows me a unique opportunity to "adopt" a school and community that I can actively champion. Secondly, I believe this would be an excellent opportunity for me to use and hone my strategic planning and program management skills.
6. I believe the appropriate role of a public charter school board member is to provide strategic direction and oversight of achieving the school's mission statement. According to "The Critical Challenge of Governance for Charter School Boards" by Nancy Shoemaker, individual board members have 3 primary duties: "The Duty of Care, the Duty of Loyalty, and the Duty of Obedience." (Shoemaker). The Duty of Care addresses the competence of a Board Member. At a minimum, it requires the following: Active participation in the decision-making, good business judgment, Financial integrity, Regular attendance at board meetings, Ensuring all necessary policies are in place and current, and Guaranteeing compliance with filing requirements, particularly annual financial information required by the IRS (Shoemaker). The Duty of Loyalty addresses the ethics of each Board Member. According to Shoemaker's Critical Challenge, Board members must: Avoid conflicts of interest, Comply with the provisions of the school's charter, Comply with state and federal laws, Demonstrate public support for board decisions, and be willing to ask probing questions on behalf of the school (Shoemaker). The Duty of Obedience addresses the decision making abilities of Board Members. It requires that Board Members make decisions in accordance with federal and state statutes, the school's charter, the school's governing documents (i.e. by-laws, articles of incorporation), and adopted policies and procedures (Shoemaker).
7. While I have never been a member of a board for a non-profit before, I feel that I have acquired the relevant knowledge and experience required via my job at The Boeing Company. At various points in my career, I have been responsible for planning and facilitating meetings (which includes developing and managing an agenda, capturing and tracking action items and distributing meeting minutes), reviewing and approving financial data, allocating budgets, writing, updating, implementing processes and ensuring compliance with contractual requirements.
8. I envision the school starting out as a small, intimate community of young women, parents, faculty and administrators that encourages personal growth as well as academics. I picture small classes that can focus on the individual girl, girls hanging out in a comfortable and safe environment between classes and extracurricular activities like basketball, chorus and drama club that enrich the life of each participant, student and teacher alike. After four years, I see much of the same just on a grander scale; girls enjoying elective classes like journalism, auto mechanics, web design, and photography. I

imagine students taking part in extracurricular activities like Model U.N and FIRST Robotics. I see girls transformed into creative, intellectually curious, self-confident young women who are more than prepared to continue their journey at T.H.A. and eventually go on to attend the college of their choice after graduation.

II. EDUCATIONAL PHILOSOPHY

9. According to the website, the school's intended mission is to bring together students, teachers, and parents to empower young women be successful, ethical, and confident leaders in our global society. That mission aligns perfectly with one of my favorite mantras, "I will find a way or make one" - the motto of my alma mater.
10. I would describe it as rigorous college-preparatory program that not only focuses on academics, but also focuses on character development and community involvement.
11. Experts appear to agree that the primary characteristics of a successful school include: An established and clear mission, high standards and expectations set for the students, a safe and secure environment for learning, Effective school leadership, Frequent monitoring of student progress, an emphasis on professional development for faculty, A high level of family and community involvement. (Kirk and Jones) In order to ensure that this T.H.A. is successful in the short term, the Board will need to focus on establishing effective school leadership and engaging our community, parents, teachers and administrators by establishing an effective strategic plan. With that being said, I believe the true characteristics of a successful school are demonstrated by the characteristics of the alumni. I foresee SEA Alumni that are passionate, creative, successful critical thinkers that are not only leaders in industry, but also leaders within the community.

III. CONFLICT OF INTEREST DISCLOSURE

12. Yes, Beckie Baum is a very good friend of mine. She approached me to see if I was interested in applying for a position on the Board.
13. Not to my knowledge.
14. Not to my knowledge.
15. Not to my knowledge.
16. N/A
17. N/A
18. N/A
19. No. Not at this time. If that situation were to arise, I would consult with the Board and School Administration as appropriate to determine if I need to step down from my position on the Board.
20. Not at this time.
21. Through my job at Boeing, we have had specific training to deal with this type of issue. I would hope that the Board would have a process in place to deal with a situation of this nature. If, however, a process does not exist, I would fall back on my Boeing Ethics Training and discuss my concerns with the individual and suggest that we bring it to the attention of the Board so the team could decide how to proceed. If he or she was against that, I would bring the situation to the attention of the Director/Chairperson of the Board to determine the best course of action.

Geo G. (Gary) Stoff, Jr.

3924 Fillmore Street
St. Louis, MO 63116
Home: 314-352-8249

Work: 314-622-4239
Cell: 314-456-7629
Email: stoffg@sbcglobal.net

CAREER EXPERIENCE

Board of Election Commissioners for the City of St. Louis

Republican Director of Elections (October 2001 – Present)

- Member of a bi-partisan management team responsible for the conduct of elections in the City of St. Louis.
- Oversee all aspects of voter registration, develop and implement voter education efforts, and update the voter registration database.
- Coordinate the efforts of all departments in preparing for and conducting elections via a project management approach.
- Negotiate all contracts involving the Election Board.
- Prepare the annual budget.

Maryville Data Systems, Inc., St. Louis, Missouri

Contract Attorney (November 1999 – June 2000)

- Sole on-site attorney hired to help Chief Financial Officer of software development company to eliminate backlog of contracts and provide other legal support as needed.

Brooks Fiber Properties, Inc. (“BFP”)/

MCI WorldCom, Inc., St. Louis, Missouri

BFP Assistant General Counsel (January 1997 – March 1998)

MCI World/Com Division Counsel (April 1998 – June 1999)

- One of three attorneys (General Counsel, Assistant General Counsel, Regulatory Counsel) in start-up telecommunications company (BFP) with primary
- Manage day-to-day transactional legal activity affecting the company.
- After acquisition by WorldCom, Inc. (which later merged with MCI), continued to handle all day-to-day legal activity affecting BFP and its operational subsidiaries that did business as “Brooks Fiber Communications.”

Hunter Engineering Company, St. Louis, Missouri

Secretary & General Counsel (April 1995 – January 1997)

- First in-house counsel for a privately owned automotive equipment manufacturing company.
- Responsible for all legal activity affecting the company and its Canadian subsidiary, including monitoring product, patent and general liability claims and lawsuits and overseeing all document production. Negotiated, drafted and reviewed contracts and agreements.
- Handled personnel matters.
- Prepared corporate minutes and board resolutions.

Storz Instrument Company, St. Louis, Missouri

Corporate Counsel (April 1994 – April 1995)

- First in-house counsel for St. Louis-based subsidiary of American Cyanamid Company. Responsible for all law-related activities of three medical device manufacturing subsidiaries, including the drafting and review of all contracts and agreements. Supervised litigation and related document production.

- Reviewed all product labeling, advertising and promotional material.

Ralston Purina Company, St. Louis, Missouri

Contract Attorney (October 1993 – April 1994)

- Temporary assignment filling in for a staff attorney who was on extended maternity leave. Responsible for all labeling and related advertising and promotional material for cat food products. Drafted and reviewed various contracts and agreements.
- Provided legal advice relative to compliance with applicable marketing laws and regulations.

Southwestern Bell Corporation, St. Louis, Missouri

Staff Attorney (January 1986 – August 1993)

- Member of legal department for national telecommunications company.
- Primarily responsible for drafting legal documents associated with mergers and acquisitions (“M&A”).
- Drafted pleadings for filing in connection with various federal and state regulatory rule-making proceedings. Drafted various contracts and agreements for Procurement and Real Estate Management organizations. Provided legal advice relative to antitrust compliance.

Carboline Company, St. Louis, Missouri

Corporate Counsel (April 1983 – September 1985)

- Sole in-house counsel for industrial coatings manufacturing subsidiary of Sun Oil Company.
- Responsible for drafting and/or reviewing all contracts and agreements.
- Supervised handling of litigation by outside counsel and all required document production.
- Advised management regarding compliance with all applicable laws, rules and administrative agency regulations.

Rexall Corporation, St. Louis, Missouri

Secretary & General Counsel (June 1977 – May 1982)

- First in-house counsel for pharmaceutical manufacturing company “spun off” by Dart Industries.
- Advised management on legal implications of company activities.
- Supervised Regulatory Affairs manager, second attorney, paralegal and secretary. Drafted and approved all contracts.
- Reviewed and approved all advertising and promotional material.
- Supervised litigation and related document production.

Pet Incorporated, St. Louis, Missouri

Staff Attorney (January 1971 – May 1977)

- Member of six-attorney Legal Department of food manufacturing company.
- Responsible for all food and drug and trademark activities.
- Drafted and reviewed various contracts and agreements, including those related to acquisitions.
- Supervised products liability litigation and related document production.

Husch, Eppenberger, Donohue, Elson & Cornfeld, St. Louis, Missouri

Associate (June 1969 – December 1970)

- Member of 25-attorney law firm.
- Conducted legal research for partners.
- Drafted memos, pleadings and briefs.
- Filed pleadings, motions, etc.
- Handled real estate and probate matters.
- Drafted contracts and testamentary documents.

EDUCATION

University of Notre Dame Law School, South Bend, Indiana

J.D., Top 15% (June 1969)

- Brennan Scholar
- Managing Editor, Law Review

St. Louis University School of Commerce & Finance, St. Louis, Missouri

B.S.B.A., Accounting, *magna cum laude* (June 1966)

- National Merit Scholar
- Valedictorian
- Alpha Sigma Nu and Beta Gamma Sigma honor societies
- Recipient of Missouri Society of CPAs' outstanding scholarship award

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

Missouri and St. Louis Metropolitan Bar Associations

Association of Corporate Counsel

The Federalist Society

Adjunct Assistant Professor of Law, St. Louis University Law School

PRIOR CIVIC AND COMMUNITY INVOLVMENT

Member, Board of Directors, Carondelet YMCA

Member, Board of Directors, Family Care Center of Carondelet

Member, Parish Council, St. Stephen Protomartyr Church

Member, Home & School Association, St. Stephen Protomartyr Church

Member, South City Deanery, Archdiocese of St. Louis

I. BACKGROUND

1. See attached resume.
2. Birthday: August 11, 1944.
3. A former classmate of a daughter who had been working with the T.H.A. planning committee contacted me because she knows I am an attorney and have a great affection for single gender education
4. I have two daughters who graduated from an all-girl high school. My daughters received a wonderful education that prepared them for success in college and now in their careers as professional women, wives and mothers. Since the goal of the T.H.A. planning committee is to continue the legacy of academic excellence for young women, I am pleased to try to help them achieve that goal.
5. I have served on the Boards of the Carondelet YMCA, the Family Care Center of Carondelet, and St. Stephen Protomartyr Catholic School. At present I am a member of the Board of Directors of the 7th Grade Poetry Foundation.
6. The appropriate role of any board member is to help that entity or organization achieve its mission.
7. See above and attached resume.

8. At the end of five years, enrollment should have grown from 120 to 469 students receiving a quality college preparatory education.

II. EDUCATIONAL PHILOSOPHY

9. The mission of T.H.A. is establish a college preparatory community that will enable young women, through rigorous academics, to find the successful woman inside herself, be responsive to the needs of others, and become self-confident leaders and contributors in a global society.
10. T.H.A. intends to provide a challenging college preparatory curriculum embedded with a character-building program in which students learn to set educational and personal goals and engage in diverse and motivating extracurricular activities, including community involvement.
11. Such characteristics include a dedicated faculty and staff; parental support and encouragement; a rigorous academic curriculum; student accountability and respect for themselves, their peers, parents and school personnel.
12. I have not yet met any of the other prospective board members.
13. I do not know yet who is a prospective T.H.A. employee, but I doubt that either my wife or I have a “pre-existing relationship” with any of them.
14. Neither my wife nor I know of anyone who plans to do business with T.H.A.
- 15-18 N/A
19. I do not anticipate conducting any business with T.H.A..
20. I do not foresee any potential ethical or legal conflicts of interest arising out of my serving on the T.H.A. board.
21. I expect the T.H.A. board to adopt a Conflicts of Interest Policy to address “self-dealing” by T.H.A. board members.

SUZANNE M. BASUINO, CPA

2119 Ballas View Drive
Saint Louis, Missouri 63122
314/984-0792
cbasuino@charter.net

EDUCATION

B.S.B.A. Accounting, January, 1983. St. Louis University, Dean's List, Cum Laude.

WORK EXPERIENCE

Interstate Property Services, Inc., Kirkwood, MO. Part-time October, 2012 – present. Property management firm. Accountant. Responsibilities include financial statement preparation, general accounting and review of tax information.

CliftonLarsonAllen LLP (formerly Clifton Gunderson, LLP and Humes & Barrington, P.C.), St. Louis, Missouri. Seasonal January, 2012 – April, 2012. Permanent part-time August, 2006 – August, 2011. Part-time September, 1993 – June, 1994. Part-time February, 1991 – July, 1991. Full-time January, 1988 – August, 1989. Public Accounting Firm. Tax Supervisor. Responsibilities include tax return preparation and review, research and planning, client contact and related responsibilities.

Schmersahl, Treloar & Co., St. Louis, Missouri. Part-time June, 2005 – August, 2006. Seasonal January, 2005 – April, 2005, January, 2004 – April, 2004. Work included preparation and review of corporate, partnership and individual tax returns; tax projections; tax research; payroll tax returns; assistance with Quickbooks and Peachtree.

Self-Employed, St. Louis, Missouri. Part-time September, 1994 - June, 2005. Work included tax preparation and review, monthly write-up, and preparation of payroll taxes.

New Jersey Speech-Language-Hearing Association, Bridgewater, New Jersey. Part-time March, 1992 – July 1992. Non-Profit Corporation. Accountant.

Riedel Industrial Waste Management, Inc., St. Louis, Missouri. August, 1989 – February, 1991. Management company of four subsidiaries. Controller.

Coopers & Lybrand, St. Louis, Missouri. January, 1985 – January, 1988. Public Accounting Firm. Tax Supervisor.

Huber, Ring & Co., P.C., St. Louis, Missouri. January, 1983 – December, 1984. Public Accounting Firm. Staff Accountant.

PROFESSIONAL AFFILIATIONS

Accounting and Financial Women's Alliance (AFWA), formerly American Society of Women Accountants (ASWA) - Chapter President, National Director, National Treasurer, National Secretary

Missouri Society of CPAs

VOLUNTEER AFFILIATIONS

St. Elizabeth Academy – Current School Board Member, Current Finance Committee Chair, Capital Campaign Co-Chair, Former Alumnae Board Member

I. BACKGROUND

1. See Attached Resume
2. Yes, I am over 18.
3. I learned of the proposed charter school from Pat Acquisto and Jane Keuss. As a former member of the St. Elizabeth Academy school board, they asked if I would be interested in joining the board of another school which promotes the education of girls in the City of St. Louis.
4. I would like to serve on the board to support the education of girls in the City of St. Louis. I believe there is a need for such a school in the city. This is a wonderful opportunity for St. Louis.
5. I have served on the board of the American Society of Women Accountants (ASWA) at the local and national level. I served as a board member, Treasurer, Secretary and President of the local chapter. I

served as a board member, Treasurer and Secretary at the national level. I served on the board of The Foundation – an educational foundation supported by ASWA. I was a board member. I served on the board of St. Elizabeth Academy as a board member and Chair of the Finance Committee. As a member of the Finance Committee, we set policy and reviewed the financial status of the school. As a board member, I learned about the various committees and what it took to run a school.

6. A public charter school board member would have the interest of the students in mind first and foremost. It would be my job to make sure that the policies set down are being implemented. Financial decisions would be scrutinized to maximize the benefit to the students and the taxpayers providing the funds.

7. I believe that I am in tune with the workings of the school. As a CPA, I would offer my knowledge of finance and accounting to the board.

8. Towards the end of the first year the students will be happy about the decision that they made to attend the school. The test scores would be improving. The word would be out that the education received is a great value. The finances would be improving and there would be a need to hire more teachers. After four years, the total enrollment would be over 300 students. The teaching staff would have the curriculum fine-tuned. Finances would allow the school to invest in more technology. The school would be reaching out to the community to give the students opportunities to connect to future employers.

II. EDUCATIONAL PHILOSOPHY

9. The mission of the school is to not only provide an education. The mission is to build character and self-confidence in the girls. The girls will become aware of the global society in which we live. It will be successful through the teamwork of the teachers, parents and students.

10. The school plans on integrating Service, Education and Ethics into the educational program. It will be a college preparatory curriculum. There will also be character-building aspects to the program.

11. A successful school would have low absenteeism, high morale, school spirit and improving grades. Specifically, the board of education would need to pass budgets that would ensure adequate materials and equipment for academic achievement. Attendance by board members at school functions would show our support of the staff and students. Policies would need to be set to encourage attendance by the students.

III. CONFLICT OF INTEREST DISCLOSURE

12. Jane Keuss and Pat Acquisto –I knew them from being on the St. Elizabeth Academy board as well as being high school alums. Luke Pope – former member of the St. Elizabeth Academy Finance Committee with me. We also worked at the same employer for five years.

13. Not that I am aware of

14. We do not know anyone who plans to do business with the school.

15. We do not know anyone at any educational service providers.

16. Not sure.

17. We do not have any direct or indirect interests in any educational service providers.

18. Not sure.

19. I do not plan on conducting any business with the school.

20. I do not believe there are any ethical or legal conflicts in the context of my service on the school's board.

21. I would notify the board chair of the situation. If that person would happen to be involved in the situation I would notify the school's legal counsel.

LUKE A. POPE, CPA

1611 LOCUST #507 • ST. LOUIS, MO 63103
618-830-8694 • LUKEANTHONYPOPE@GMAIL.COM

Relevant Experience

Manager, Tax

Clifton Gunderson LLP 01/05- Present

- Tax return preparation and review, research and planning for corporations, S corporations, partnerships, sole proprietors, individuals, and not-for-profits
- Review and adjust client financials for tax filings
- Analyze, prepare and review monthly, quarterly and annual compilations
- Assist clients with general ledger analysis, account reconciliations, posting journal entries, and year-end closing
- Perform consulting services including real estate transactions
- Assist with mentoring staff and recruiting

Landscaper

Metro Landscapes 06/99-9/04

- Followed drawings and instructions to complete jobs
- Worked with a team to complete projects
- Ran jobs as foreman

Education

McKendree University

- Bachelor of Science in Economics & Finance May 2007
- Bachelor of Science in Accounting May 2007
 - Graduated Magna Cum Laude
 - Sigma Beta Delta – Business Honor Society

Certifications

Licensed Certified Public Accountant in Missouri March 2008

Application Proficiencies

- Microsoft applications: Excel, Word, PowerPoint, Outlook
- ProSystems, Pro-Fx Engagement, Fixed Assets CS
- QuickBooks
- CCH and RIA Research programs

Professional Competencies

- Detail oriented
- Excellent analytical abilities
- Organized
- Communication/ Interpersonal Skills
- Work effectively with peers and senior management

References available upon request

I. BACKGROUND

1. See attached resume.
2. Yes, I am over 18.
3. I was made aware by a former fellow member of the St. Elizabeth's Academy Finance Committee on which I served.
4. I wish to serve on the board for several reasons. Education is important to me as I have benefited greatly from education. For this reason I wish to become involved in bestowing this asset onto future generations. Also I am a St. Louis City resident and wish to improve the educational system within the city.
5. I have not served on the board; however, I previously served on the Finance Committee for an all-girl high school in the city. I wish to serve to bring my financial knowledge to the board to assist in making financial decisions for the school. Also it will be rewarding to develop programs that assist in building the city's future through education.
6. A public charter school board member should exhibit independence, integrity and honesty in serving the best interest of the students and surrounding community.
7. I will bring my knowledge of finance, accounting and management to the board. There will be many financial decisions to make during the life of the charter school. These decisions will be ever more important during the beginning phases of the school.
8. If the school is successful, I would expect the end of the first year to bring excitement for the future that would fuel increased enrollment. At this point the educational values would largely be in place; however an evaluation of what is working well and what is not working will need to be done in order to achieve better results for the future. After four years, enrollment would be stabilized as the school will be seen by many as the premiere, non-tuition school for young women preparing for college and their future. The school would be a main focal point of the community.

II. EDUCATIONAL PHILOSOPHY

9. The school's mission is geared towards providing an institution in which young women can build a base to become future leaders. This goal will be accomplished with a thorough academic program developed to help these young women succeed.
10. The school's educational program is designed to be college preparatory in nature. Courses will be geared towards developing well rounded, respectful women that will succeed and excel in a college environment and later in the workforce.
11. A successful school is marked by a high graduation rate, above average test scores and college acceptance for all students. In order to achieve these goals, the board will have to ensure the educational curriculum and staff are held to the highest standard. Educational progress must be measured in a timely manner and these results must be analyzed by the faculty and board on an ongoing basis. Depending on the results, the programs will need to be tweaked continuously until the results are as desired.

III. CONFLICT OF INTEREST DISCLOSURE

12. I know Suzanne Basuino. We served on the St. Elizabeth Academy finance committee and worked together as CPA's for several years.
13. No known relationship with prospective school employees.

14. No known relationships with anyone that plans to do business with the school currently.
15. No partnership is being sought at this time.
- 16.-18.N/A
19. I do not anticipate conducting business with the school or any potential educational provider.
20. There are no ethical or legal conflicts that exist currently and I do not foresee any in the future.
21. If self-dealing was identified, I would bring this situation to the attention of the board and any other sub-committees created to handle this type of matter. I would follow any necessary steps as outlined in the school's bylaws or whistleblower policy if such a policy is in place.

Nicole Trueman-Shaw

4952 Delcor, St. Louis, MO 63109 | 314-605-7788 | Trueman.Shaw@gmail.com

Education

CERTIFICATE | 2012 | UNIVERSITY MISSOURI ST. LOUIS

- Leadership and Character Education

M.A. | 2011 | FONTBONNE UNIVERSITY

- Education

B.A. | 1998 | SAINT LOUIS UNIVERSITY

- Fine & Performing Arts

Experience

DEAN OF STUDENTS | MICDS UPPER SCHOOL | 2009-PRESENT

- Manage the academic goals, progress, and discipline of each student in the class while overseeing the needs and goals of the class as a whole
- Work with special advisory groups and faculty to implement the goals outlined in the five year strategic plan.
- Create, review, and revise Upper School policy with the administrative team as needed
- Identify potential concerns with chronic or long term absences and support families to avoid problematic situations and/or loss of credit.
- Advocate for the needs of students with faculty, staff, and parents while protecting the integrity of the MICDS diploma.
- Implement proven educational techniques in brain studies, effective teaching and learning studies, and curriculum differentiation to improve student success.
- Work with parents in large/small groups and one-on-one for the betterment of the school and students.
- Manage Advisory Program and advisor/advisee placement and supporting the needs of the advisory team.
- Work with the Admissions Department to review, interview, and approve applicants for class placement.
- Interview employee candidates for both faculty and staff positions in the Upper School
- Counsel out students who fail to thrive while supporting families as they find a more appropriate educational setting for their students.
- Division Professional Development representative to Independent School of the Central States (ISACS)
- Co-wrote the ISACS report for the Leadership Committee
- Propose and balance the Dean's Budget as needed.
- Teach two year-long American Literature courses each school year.
- Site Director for Global Online Academy sharing opportunities for educator professional development and online courses for students including registration, management, and support for all MICDS community members enrolled in the program.
- Coach MS Cheer (winter sport)
- Wrote a JK-12 Character Education plan for MICDS through UMSL's Leadership Academy for Character Education
- Committees: Academic Committee, ISACS Performing Arts Committee for Accreditation Renewal, ISACS Leadership Committee for Accreditation Renewal, National ISACS Teacher representative, All School Diversity Council, Leadership Committee, Technology Committee, Curriculum Development Committee (Ethics), Committee on Grants and Scholarships, Enrichment Committee

MIDDLE SCHOOL FINE ARTS INSTRUCTOR| MICDS | 2002- 2009

- Develop and implement age appropriate, yet challenging drama curriculum focusing on improvisation and character development, movement and blocking, acting styles, and scene study.
- Provide students with the means to express opinions and make discoveries about art using the proper terminology and vocabulary. Students are able to critique their own art, the art of others and world art via the written and spoken word.
- Devise projects using a variety of media in order to help students gain a greater understanding of the principles and elements of different art forms.
- Create opportunities for students to explore a variety of cultures and periods in history
- Committees: Arts Assessment Teaching and Learning Committee, New Teacher Mentor, Professional Development Mentor, ISACS Performing Arts Committee
- Successful completion of the rigorous national accreditation process through ISACS
- 5th & 7th Grade Boys Advisor
- Implemented technology into the classroom (Adobe Photoshop, iMovie, Adobe Premier Elements, script writing software, video and sound equipment, one-to-one laptop program, DyKnow).
- Created the school's first speech team in the Middle School through the Bellarmino Speech League and served as sponsor, coach, judge, and board member.
- MS Drama Club Sponsor

ARTISTIC DIRECTOR/GENERAL MANAGER/FOUNDER | DRAMARAMA THEATRE | 2001-2009

- Direct and choreograph for professional Equity touring and summer-stock productions.
- Manage Intern Company of pre-professional college students and recent college graduates.
- Manage Independent Study program allowing college students to earn college credit.
- Design publicity materials including press releases and newsletters
- Create & implement educational theatre programming annually through classes, workshops and camps.
- Responsible for hiring and contracting all seasonal staff members coming from all areas of the United States.
- Manage a team of professional designers, stage managers, and directors.
- Attend MidWest Theatre Auditions and Unified Professional Theatre Auditions with casting authority.
- Negotiate employment and performance booking contracts with local theatres and unions
- Plan and balance annual budget for board approval
- Develop grant proposals and research new development opportunities.
- Write press releases and handle media relations

LANGUAGE ARTS TEACHER | IMMACULATE HEART OF MARY SCHOOL | 1999-2002

- English and Literature instructor to all 7th and 8th grade students (2000-2002)
- Planned and implemented age appropriate curriculum in a 4th grade self-contained classroom (1999-2000)
- Advisor in the Middle School Advisory Program
- Bellarmino Speech Team coach and judge|
- Student Government faculty sponsor
- Developed Visual Art curriculum focusing on strengthening small motor skills, three dimensional art, and exploration with color.

I: BACKGROUND

1. See Attached Resume
2. Yes, I am over 18.
3. I am a volunteer co-founder of the proposed charter school and am looking forward to serving as a board member in order to ensure the successful start and development of this unique school.
4. I am dedicated to serving the young women of the city of St. Louis by volunteering on the board of an all-female charter school in the city. A product of single-gender education myself, I see enormous benefits and opportunities that may not otherwise be available to these young women.
5. I have not previously served on the board of a school or school district, but I have served on the board for the Bellerme Speech League, the Southampton Neighborhood Association, and DramaRama Theatre Company.
6. The role of a public charter school board member is to promote and support the mission and reputation of the school in the community, work with fellow board members to maintain financial, academic, and visionary consistency within the school community, and to work with the team to appoint and hire the best Principal for the charter school.
7. I have been a professional educator since 1999. I have been an administrator since 2009. I have experience hiring faculty and staff, creating school policy, and researching best practices in education.
8. During the first year of operation, I expect T.H.A. will have a strong community built on respect, leadership, and academic success. One of the most critical pieces is working with the board and administration to make sure the school is financially sustainable and healthy. After four years, I expect to see our first class of 9th graders fully prepared to move on to 10th grade. In addition to developing ethical female leaders in the city, the entire school community should be a model of financial and academic success for all schools and I welcome the opportunity to partner with other education professionals in the area to build a sustainable legacy for the city. The reputation of our graduates and students should be one of service orientated leaders who will be sought after for future careers in the area and abroad.

II: EDUCATIONAL PHILOSOPHY

9. Our ability to act upon and satisfy the natural curiosity of young learners is one of our greatest opportunities in the 21st century. “Google it” is now an actionable term to find all things of interest on the internet. Understanding that this is the reality for our teens and many of our adults gives us the opportunity to foster the natural curiosity and imagination of life-long learners while satisfying that teenage need for speed in an ethical, safe, and nurturing environment. Empowering teachers with proven best practices in educational technology will assist students in adaptability, initiative, communication, and information/data analysis, in addition to service learning opportunities. Because the world is more connected than ever, we have the ability to develop emotional connections with people and cultures all over the planet allowing the young women of T.H.A. to think critically and implement problem solving strategies. As such, with true service learning at the core, students can now observe and track the impact of the good work they do. In addition to using technology for service learning and research, we have a moral obligation to teach and model proper use of technology for the protection of the entire community.
10. The T.H.A. program will be one centered on rigorous college-prep curriculum, local and global service learning opportunities, and the development of compassionate and ethical community leaders.

11. A supportive environment where all people are valued and heard is imperative. One of the best actions we can take as adults and school leaders is to model meaningful collaboration for our students and families. Appropriate transparency of the challenges we face as an institution and allowing the students to see first-hand how we work together to find the best solution and implement common goals is a lesson that can't be taught in a traditional classroom, but is a skill all women need to learn. As a successful charter school, we need to not only raise money to give our girls the best education possible, but also be intentional in raising funds to remain sustainable. Through networks, and creating stakeholders from within the community, we can provide students with experiences and connections unrivaled in St. Louis while ensuring the school's ability to serve women for many years to come. No one chooses to attend a school because of its website, school open houses, Facebook pages, or billboards. Enrollment security is determined by the emotional and personal connections one feels with the school community. Students and parents are our greatest resource for introducing middle school girls to T.H.A. Encouraging and creating platforms for parents and students to tell the story of what makes T.H.A. special is what will ultimately make the difference in sustainability. It's vital we make it clear that there is a place and a role for our supporters at T.H.A. This will aid us in the development of stakeholders which will ensure the continued success of the institution. The community members who know they are needed and feel their involvement makes a difference are also more likely to support the school in a variety of capacities and help maintain the legacy.

III: CONFLICT OF INTEREST DISCLOSURE

12. Before beginning the work on the development and opening of the charter school, the only person I knew previously was Beckie Baum. We attended St. Elizabeth Academy at the same time. She graduated in '94 and I graduated in '93. Although there are other St. Elizabeth Alums on the board, we did not have any relationship with each other until we started working on the charter. My spouse does not know any of the board members.
13. We have not identified any potential school employees and therefore, I do not have any relationships to disclose.
14. I do not know anyone who plans to do business with the school.
15. -17. N/A
18. I do not foresee any potential conflicts of interest during my term of service on the board.
19. Vetting board members in advance, transparency, and communication are key to avoiding any concerns with self-dealing. If I were to become aware of any self-dealing, in a non-accusatory way I would bring the concern to the attention of all board members in order to give the person potentially involved the opportunity to help all of us better understand the situation. My hope would be that the concern would just be a miscommunication of some sort. In the event there is malicious intent or unethical behavior, the board would need to decide how to legally rectify the problem and after due process decide if one or board members would need to be replaced.

ANNE S. JULIUS

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Saint Louis, MO 63128

314.805.1231
anne.julius1@gmail.com

PROFESSIONAL PROFILE

Over 20 years of progressive experience in the Information Technology field. Consistent record of improving profitability by increasing operational quality and productivity. Adept at aligning business operational strategies with technical solutions and driving standardization of key technology processes across an organization. Extensive management experience with a strong focus on recruitment, development, and retention of employees.

- Key technology partner with the ability to form relationships with all levels within an organization including internal business partners and external vendors.
- Proven leadership skills in initiating, planning, facilitating, and enhancing performance and cultural changes across multiple functional teams.
- Solid technical knowledge within a wide range of operating environments is supported by outstanding oral, written communication and presentation skills.

PROFESSIONAL EXPERIENCE**Monsanto – Creve Coeur, MO**

Director, IT Vendor Management (December 2011- Present)

Built Vendor Management Lifecycle framework and organization by engaging all teams within the VM lifecycle in the design of the VM blueprint and piloting of VMO 2.0 with key stakeholders, IT SME's and vendors. The solid VM framework provides the tools and processes to increase vendor Service Level Agreement compliance, vendor partnering and risk mitigation.

- Manage Vendor Management Organization (VMO) who's role is to manage the relationship, risk, and spend (\$65M/year) between Monsanto IT and our strategic IT vendors i.e. AT&T, Cisco, Oracle, IBM, SAP and Microsoft.
- Co-managed the successful collaboration of the 2013 IT Innovation forum where 43 technology companies from Silicon Valley, five Venture Capital companies, four universities and 20 Monsanto employees participated in a one day event which launched six IT startup companies.
- Coach and mentor LV1 and LV2 employees, Procurement Co-op students and IT SMEs.
- Led 2012 IT Strategy Sharing Forum collaboration efforts across IT to provide 100+ vendors a succinct overview of Monsanto's business and technical challenges and the process that vendors would follow to provide proposed solutions for Global Infrastructure's FY13 technical roadmaps.
- Created Vendor Management tools and operational documents i.e. Vendor scorecard template; Quarterly Business Review templates; SME training; Vendor On-Boarding training; Vendor Guidelines and Policies i.e. Vendor sponsored Meals, Gifts & Offers of Entertainment document, Vendor On-site Security policy .
- Represented Monsanto's VMO as a Keynote speaker at various speaking engagements including the St. Louis Vendor Management User Group
- Developed and implemented Vendor Management Standard Reporting, Compliance, Order Management and Spend Visibility policies.
- Maximized and leveraged current VMO resources to drive value-added activities across the Vendor Management organization

Maritz Holdings, Global Technology Services, (MGTS) - Fenton, MO (2000-2011)

Director, Quality Management Systems (2009-2011)

Developed a Vendor Management framework which included a Vendor Management Lifecycle, vendor tiering, vendor scorecarding and performance management reviews.

- Implemented a Vendor training program, which focused on a collaborative effort to reduce cost, reduce risk, improve productivity, and increase operational excellence.
- Managed IT customer satisfaction and vendor survey process, which resulted in increased overall satisfaction with MGTS' services.
- Led ideation, design, and implementation of vendor work instruction guidelines and templates to aid vendors with Maritz best practices and standard operating procedures.
- Managed the review and completion of vendor audits to ensure appropriate processes, products and services are adhered to as agreed per their OLA, SLA or contract.
- Partnered with Infrastructure, Application Development and Maritz preferred vendors on annual Technology Fair.
- Designed a technology-based metrics dashboard using a Six Sigma approach for establishing targets, which is used as a performance measurement tool for measuring operational and vendor effectiveness.

Senior IT Systems Manager (2006-2009)

Led multiple Enterprise Level quality and process improvement projects resulting in an average forecast of 1.4MM annual operational savings. Specialized on Enterprise Level Information System configuration ISO 9001:2000 and ISO 9001:2008 compliance audits.

- Managed 24 Internal IT Auditors through the review and completion of 120+ technical and vendor audits (per year) to ensure appropriate processes, products and services are adhered to as agreed per their OLA, SLA or contract.
- Increased MGTS IT services by 22%, reduced expenses by \$880,000 and improved customer satisfaction survey scores by 1.4%. Results produced by developing a business requirements training program which reduced cost and risk, improved productivity and increased operational excellence.
- Created and facilitated annual QMS quality and best practice training for 200+ QMS scope members (new employees, engineers, managers, and executives).
- Developed, piloted, and implemented an effective Internal Audit process that aids auditors in documenting and tracking audit findings, developing practical solutions and value-added recommendations, communicating results, and facilitating meetings with affected teams to perform root cause analysis and corrective action.
- Established a Document Control process that included the maintenance of 1300+ documents, storage of the documents in a QMS database and publishing/control of the documents on Maritz Intranet.

IT Advanced Network Support Manager (2004-2006)

Managed Advanced Network Administration personnel who provided network account administration and 2nd & 3rd level operational support for Maritz users and clients.

- Led cross-business unit initiative to redesign the network account creation and deletion process by automating data feeds from HR databases to Active Directory. This initiative reduced Network Administration time by 27% and improved account creation accuracy and network security.
- Established an On-Line User Request System which included the creation of on-line forms, user communications, "How To" documents and the development of Maritz first intranet.

Maritz Holdings, Global Technology Services, (MGTS) - Fenton, MO (2000-2011 continued)

IT Field Operations Manager (2002-2004)

Managed Field Support Engineers at 12 field sites and client offices throughout the U.S.

- Consolidated and streamlined customer and client requests, centralized operational support, and established technology performance improvement training courses and templates.
- Reduced operational costs by \$230,000.
- Led Support Service division employees and contractors through implementation of Maritz ISO 9001:2000 certification, which also included the creation of an internal auditor recognition program.

IT Global Help Desk Manager (2000-2002)

Managed 21 Help Desk employees supporting > 5000 employees nationwide.

- Spearheaded the merger of four Business Unit Help Desks into the current MGTS Help Desk model increasing service levels by 19% within the first quarter of operation.
- Created trending reports and performance metrics from Maritz call tracking system which improved service levels and helped identify business process improvement opportunities.

bioMerieux, Inc. (Vitek), St. Louis, MO

Manager, End User Computing (1996-2000)

Managed 14 Help Desk team members at six US sites and Lyon, France.

- Developed new End User Computing team offering a 24x7 help desk
- Created policies, processes, and standard operation procedures for new offering.
- Evaluated equipment, negotiated prices with vendors, and managed the successful implementation of Vitek's first four US based LAN's and US/European WAN.
- Initiated partnership with local university to create co-op program to minimize staffing costs.

EDUCATION AND CERTIFICATIONS

BA Communications, Maryville University

Certified ISO 9001:2000 & 9001: 2008 Auditor

Certified ISO 9001:2000 & 9001:2008 Auditor Trainer

ITIL certified in IT Service Management

Six Sigma Green Belt Certified

Background

1. Please see attached resume
2. I am older than 18 years old.
3. I held a board position on St. Elizabeth Academy's school board and when St. Elizabeth's announced that it was closing; I began work with other St. Elizabeth Academy alumnae to start the Tessera Hall Academy charter school.
4. I am one of seven children in a family where my parents made great sacrifices to send us to outstanding single gender high schools. I learned first-hand the value of a good education and how important it is to serve others. I have served on a number of school boards because I am committed to helping others receive an outstanding education.
5. I have served on the following school boards: St. Catherine Laboure Elementary School, Christian Brothers College High School and St. Elizabeth Academy High School for girls. I also served in the public sector on committees and boards for the City of Sunset Hills.
6. My role as a Charter School Board Member will include a commitment to the success of our school. I will support our school by attending school board meetings, fundraising events and I will attend school

sponsored activities. I will also attend training to further provide me with the tools I need to be a successful board member.

7. I have served on a number of school boards so I will bring that experience with me. I was also a member of the City of Sunset Hills personnel committee where we oversaw the creation of personnel policies and guidelines. I also have 20+ years of experience in the Information Technology field so I will bring that experience with me as well.

8. At the end of our first school year, I envision our students being challenged but also have the feeling of success in achieving their academic goals. I also see us having a very qualified and committed staff and administration in place. Each year we will build upon our previous year's academic success so after four years I believe Tessera Hall Academy charter school will be a school grounded in a culture of academic success, respect and accountability. Our students will be college or career ready and will graduate as competent and confident young women.

Educational Philosophy

9. The mission of Tessera Hall Academy charter school is to prepare girls to be college and career ready by engaging them in a rigorous college-preparatory curriculum and by emphasizing the importance of sound ethics and community service.

10. The proposed educational program is well thought through program which has ambitious but achievable goals.

11. Dedicated staff and administration, outstanding curriculum, engaged and committed students and involved parents/family members. The board will employ consistent communication, feedback, guidance and support.

Conflict of Interest Disclosure

12. I know every board member because we have all worked together to create our charter school application and participated in fundraising events.

13-20 N/A

21. We have a draft copy of a conflict of interest policy that each board member will have to abide by. Once that conflict of interest policy is approved AND a conflict of interest situation comes to my attention. I would follow the proper procedure outlined in our conflict of interest policy.

Jane F. Keuss

5526 Aberdour Ln.
 St. Louis, Missouri 63129
 314.346.0616 | jkeuss@sbcglobal.net

Motivated, resourceful education professional offering history of documented success in determining solutions and deploying strategies to advance awareness and enrollment in an academically, culturally, and socio-economically diverse school.

SUMMARY OF QUALIFICATIONS

- Successful career of developing and implementing marketing strategies designed to build and maintain prospective student/volunteer enrollment.
- Strong sales acumen, with the ability to execute wide-ranging strategies to establish community presence and increase enrollment.
- Comfortable in both public speaking and/or training role.
- Proficient in Microsoft Office (Outlook, Word, Excel, Access, PowerPoint), Constant Contact, Face Book.

PROFESSIONAL EXPERIENCE

ST. ELIZABETH ACADEMY (SEA)

SEA is a private, all-girl, Catholic high school, operated by the Sisters of the Most Precious Blood, O'Fallon, Missouri, located in the city of St. Louis for 131 years. SEA will close at the end of the 2013 school year.

DIRECTOR OF ADMISSIONS

2008-present

- Develop and implement annual recruitment plan to increase enrollment in a culturally, academically, and socio-economically diverse school by targeting prospective students from Catholic feeder schools, charter, and public schools.
 - Design marketing strategies and update admissions office dashboard report in collaboration with the Enrollment Management Committee reporting directly to the SEA Board of Directors.
 - Market to grade school students and families at informational meetings including 12 annual high school night events sponsored by the St. Louis Archdiocesan Secondary Education Office plus events sponsored by the city of St. Louis Education Expos, with average total of 180 yearly attendees.
 - Host on-campus recruitment events where prospective students/families engage with current school family, including two annual Open House events (netting average of 60 attendees), sports events (netting approximately 30 attendees total), and student trivia night (with approximately 25 attendees).
 - Increase community awareness by sharing individual student accomplishments with parish and/or elementary school, and showcase SEA's cultural diversity by participation in the annual Festival of Nations, reaching an audience of 120,000+ attendees.
 - Enhance Student Ambassador Program by engaging students in summer planning sessions, peer-to-peer marketing training, shadow visitor follow-up contacts and high school night presenting.
 - Engage parent participation in the Parent-to-Parent network supporting the recruitment effort prior to application deadline.
-

WASHINGTON UNIVERSITY SCHOOL OF MEDICINE (WUMS), ST. LOUIS, MISSOURI
Founded in 1891, WUMS is nationally renowned for integrating research, education, and patient care.

CLINICAL STUDY MANAGER

1993-2003

- Complete specific forms for submission of clinical studies to the Internal Review Board (IRB) for approval prior to study initiation, and to the General Clinical Research Center (GCRC) for approval prior to patient office visits with physician and nursing staff, for approximately 10 new studies annually.
- Reformulate approximately 18 on-going study consent forms and submit to the IRB for HIPAA compliance.
- Submit all study amendments and progress reports to both the IRB and GRRC, amounting to 20-30 reports per year.
- Serve on an IRB committee with monthly clinical study meetings, reviewing proposed new studies for ethics, safety, and assurance of research subject rights.
- Assigned as study manager to the Sucralose, (Splenda®) clinical study in diabetic patients at Washington University. The WUMS study site, one of approximately seven sites conducting the same study, enrolled approximately 18 Type I and Type II diabetic patients. The trial sponsor sought FDA approval of this product after the successful conclusion of the study that showed no side effects or elevated blood sugar levels in diabetic patients ingesting this no-calorie sweetener.
- Launched the Volunteer for Health program in collaboration with the lead Endocrinologist. Assist in advertising design, answer phone inquiries, and establish a database of over 800 potential clinical study volunteers within a 3 month period. This successful volunteer program eventually became an office within the Barnes Jewish Hospital complex.
- Collaborated with nursing staff on patient contact and supplies management.

EDUCATION AND TRAINING

FONTBONNE UNIVERSITY

Bachelor of Arts

Major: Speech Pathology

Minor: Psychology

Ongoing Education

The National Enrollment Management Conference for Catholic Schools hosted by Partners in Mission, Boston, MA, April 2009

Volunteer Affiliations

- St. Elizabeth Academy Alumnae Association, President 1981-83, 1993-1995
- St. Elizabeth Academy Board of Directors, 2004-2008
- Archdiocesan Adult Choir, 2009-2012
- St. Margaret Mary Alcoque Contemporary Choir, 2008-present

I. BACKGROUND

- 1) Please see resume
- 2) DOB: 8/22/1947
- 3) I am a founding member of the Tessera Hall Academy charter school planning committee.
- 4) I would like to serve on the T.H.A. BOD to insure that the school will actually execute the goals developed by the planning committee and subsequently presented in the initial application.
- 5) I served on the St. Elizabeth Academy Board of Directors from 2004 – 2008 prior to assuming the position of Director of Admissions.
- 6) It is my understanding that charter school board members are responsible for collectively overseeing the operations of the school as how it relates to the school's mission and vision. I understand that as a

board member I will also serve on a board subcommittee to more closely oversee that part of the school's operation which the committee addresses.

- 7) My knowledge and experience with recruitment and advertising will be critical to the charter school and the board.
- 8) At the completion of the first year, we should be able to determine the areas in which our initial planning is most successful and those areas which need to be further addressed. By the end of the fourth year of operation, I expect enrollment to be on target, all necessary personnel in place and initial concerns sufficiently addressed. Further, I expect the board to be focused on longevity of the school and addressing the needs to make T.H.A. a viable and respected school in the city of St. Louis.

II. EDUCATIONAL PHILOSOPHY

- 9) The school's mission and vision embrace academic excellence, with students becoming responsible contributors in society and aware of the needs of others through the SEA service program.
- 10) SEA's educational program is a rigorous college prep program which will prepare students for a successful college experience.
- 11) In order to be successful the school will need to have ongoing evaluation of its performance and be ready to address any shortcomings. The board will need to ensure that those evaluations are taking place.

II. CONFLICTS OF INTEREST

- 12) I have professional knowledge of several of the board members, in particular, those who were founding members of T.H.A. I do not have a spouse.
- 13) -20) N/A
- 21.) My commitment is to T.H.A., so if it became apparent that anyone was directly benefitting from contracts with the school, I would take steps to ensure that all persons of the board were completely aware of the situation and that steps would be taken to remove that person from the board and to terminate any contract between the school and his/her or the friend's/family's business.

State of Missouri



Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Service Ethics Academics (SEA) Academy
N01301073

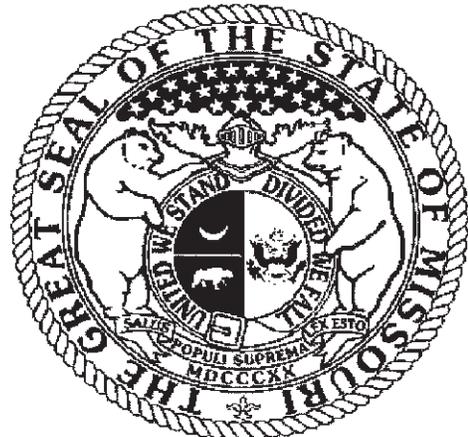
have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

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

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
22nd day of March, 2013.

A handwritten signature in cursive script, appearing to read "Jason Kander", is written over a horizontal line.

Secretary of State





State of Missouri

Jason Kander, Secretary of State

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

File Number:
N01301073
Date Filed: 03/22/2013
Jason Kander
Secretary of State

Articles of Incorporation of a Nonprofit Corporation

(Submit with a filing fee of \$25.00)

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

- The name of the corporation is Service Ethics Academics (SEA) Academy
- This corporation is a Public Public or Mutual Benefit Corporation.
- The period of duration of the corporation is Perpetual
"Perpetual" unless stated otherwise

4. The name and street address of the Registered Agent and Registered Office in Missouri is:

<u>Patricia Acquisto</u>	<u>6373 Smiley Avenue</u>	<u>St. Louis, MO 63139</u>
<small>Name</small>	<small>Address</small>	<small>City/State/Zip</small>

5. The name(s) and address(es) of each incorporator:

<u>Patricia Acquisto</u>	<u>6373 Smiley Avenue</u>	<u>St. Louis, MO 63139</u>
<u>Jane F. Keuss</u>	<u>5526 Aberdour Lane</u>	<u>St. Louis, MO 63129</u>

6. Will the corporation have members? YES NO

7. The assets of the corporation will be distributed on dissolution as follows: _____

* Please see attached document

8. The corporation is formed for the following purpose(s): _____

* Please see attached document

9. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: _____

(Date may not be more than 90 days after the filing date in this Office)

(Please see next page)

Name and address to return filed document:

Name: Patricia Acquisto

Address: 6373 Smiley Avenue

City, State, and Zip Code: St. Louis, MO 63139

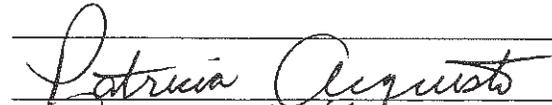
State of Missouri
Creation - NonProfit 3 Page(s)



T1308118515

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

Must be signed by all Incorporator(s):

	Patricia Acquisto	3/20/13
	Jane F. Keuss	3/20/13
<i>Signature</i>	<i>Printed Name</i>	<i>Date Signed</i>

Articles of Incorporation for a Nonprofit Corporation:
Service Ethics Academics (SEA) Academy

7. 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, dispose of all the assets of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for one or more exempt purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding section of any future federal tax code), wherein the primary purpose of the organization or organizations shall be to educate young women from the city of St. Louis in a single-gender environment where the central focus is placed on preparation for college enrollment and graduation or shall be distributed to the federal government, or to state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. In no event shall any of such assets or property be distributed to any director or officer, or any private individual.

8. The Corporation is operated exclusively for charitable and educational purposes and the promotion of social welfare within the meaning of Section 501(c)(3). The Corporation aims to promote the common good and general welfare of the community by educating young women from the city of St. Louis by creating a learning community where students achieve academic excellence in a rigorous college prep curriculum; teachers, parents and students work together to empower young women to become self-confident leaders and contributors in a global society; students collaborate in the construction of understanding through reflective inquiry and analytical thinking; students become ethical, responsible women responsive to the needs of others and each student is empowered to find the successful woman inside herself.

The primary activities of the Corporation shall not include participation in or intervention in any political campaign on behalf of or in opposition to any candidate for public office, nor will the Corporation engage in any substantial legislative activity, such as the support or opposition of any legislation.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed 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 to qualified persons (other than its directors, officers, and employees or their immediate families) in furtherance of the purposes set forth herein.

Furthermore, the Corporation shall not directly or indirectly carry on any other activities not permitted to be carried on by Corporations exempt from Federal Income Tax under Section 501(c)(3) of the Code (or corresponding provisions of any future United States Internal Revenue law).



State of Missouri

Jason Kander, Secretary of State

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

N01301073
Date Filed: 7/2/2015
Jason Kander
Missouri Secretary of State

Articles of Amendment for a Nonprofit Corporation

(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: Service Ethics Academics (SEA) Academy
Name *Charter Number*

2. The amendment was adopted on 6/19/2015 and changed article(s) Name Change to state as follows:
month/day/year
Name is officially changed from Service Ethics Academics (SEA) Academy to Tessera Hall Academy.

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding:
- B. Complete either C or D:
- C. Number of votes for and against the amendments(s) by class was:

Class	Number entitled to vote	Number voting for	Number voting against
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Patricia Acquisto PATRICIA ACQUISTO PRES. 6/26/15
Authorized signature of officer or chairman of the board *Printed Name* *Title* *Date*

Name and address to return filed document:

Name: Tessera Hall Academy

Address: 6373 Smiley Ave.

City, State, and Zip Code: St. Louis, MO 63139

ORI-07082015-1989 State of Missouri
 No of Pages 1 Page

 Amend/Restate - Non-Profit

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT

WHEREAS,

Tessera Hall Academy
N01301073

Formerly,

Service Ethics Academics (SEA) Academy

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended 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 2nd day of July, 2015.


Secretary of State





State of Missouri
Jason Kander, Secretary of State
 Corporations Division
 PO Box 778 / 600 W. Main St., Rm. 322
 Jefferson City, MO 65102

N01301073
Date Filed: 8/25/2015
Jason Kander
Missouri Secretary of State

**Articles of Amendment
 for a Nonprofit Corporation**

(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is Tessera Hall Academy Charter #: N01301073

2. The amendment was adopted on: 8/20/2015 and changed article(s) 7 To state as follows:
Month/day/year

7. Upon dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all legal liabilities of the Corporation, shall return all assets purchased with state or federal dollars to the Missouri Department of Elementary and Secondary Education and dispose of all remaining assets of the Corporation to one or more organizations which are organized and operated exclusively for one or more exempt purposes within the meaning of §501(c)(3) of the Code (or the corresponding section of any future federal tax code), wherein the primary purpose of the organization or organizations shall be to educate young women from the city of St. Louis in a single gender environment where the central focus is placed on preparation for college enrollment. In no event shall any such assets or property be distributed to any director or officer, or any private individual.

New Name (if applicable) _____

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding _____
- B. Complete either C or D:
- C. Number of votes for and against amendment(s) by class was:

Class:	Number entitled to vote:	Number voting for:	Number voting against:
_____	_____	_____	_____

D. Number of undisputed votes cast for amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____

The number of votes cast in favor of the amendments(s) by each class was sufficient for approval by that class.

5. If the corporation is a public benefit corporation, notice has been given to the attorney general as required by subsection 1 of section 355.676. Check here:

6. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

7. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated: _____

(Date may not be more than 90 days after the filing date in this office)

Name and address to return filed document:
Name: <u>SEA</u>
Address: <u>Email: patacquisto@sbcglobal.net</u>
City, State, and Zip Code: _____

Articles of Amendment of a Non-Profit Corporation

In Affirmations thereof, the facts state above are true and correct.

(The undersigned understands that false statement made in this filing are subject to the penalties provided under Section 575.040, RSMo)

<u>Patricia Acquisto</u>	<u>PATRICIA ACQUISTO</u>	<u>OFFICER</u>	<u>08/25/2015</u>
<i>Authorized Signature of officer or chairman of the board</i>	<i>Printed Name</i>	<i>Title</i>	<i>Date of Signature</i>

7. Upon dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all legal liabilities of the Corporation, shall return all assets purchased with state or federal dollars to the Missouri Department of Elementary and Secondary Education and dispose of all remaining assets of the Corporation to one or more organizations which are organized and operated exclusively for one or more exempt purposes within the meaning of §501(c)(3) of the Code (or the corresponding section of any future federal tax code), wherein the primary purpose of the organization or organizations shall be to educate young women from the city of St. Louis in a single gender environment where the central focus is placed on preparation for college enrollment. In no event shall any such assets or property be distributed to any director or officer, or any private individual.

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT

WHEREAS,

Tessera Hall Academy
N01301073

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended 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 25th day of August, 2015.


Secretary of State

