

La Salle

Missouri Charter Application
August 21, 2014

Contact:
Corey Quinn, President
De La Salle Middle School, Inc.
cquinn@delasallems.org
314.531.9820 x14

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La Salle

NAME OF PROPOSED CHARTER SCHOOL

La Salle Charter Schools, Inc.

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

Mr. Corey Quinn Incorporator

PRIMARY CONTACT PERSON

4145 Kennerly Ave.

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION

MAILING ADDRESS

314.531.9820 X14

314.495.0124

TELEPHONE (PRIMARY)

cquinn@delasallems.org

TELEPHONE (SECONDARY)

EMAIL ADDRESS

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

4145 Kennerly Ave.

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

City of St. Louis

Fall of 2015

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

INTENDED OPENING SCHOOL YEAR FALL 20__

ENROLLMENT PROJECTIONS

	GRADE LEVEL	PROJECTED ENROLLMENT		GRADE LEVEL	PROJECTED ENROLLMENT
SCHOOL YEAR 1	5-8	90	SCHOOL YEAR 6 *		
SCHOOL YEAR 2	4-8	120	SCHOOL YEAR 7 *		
SCHOOL YEAR 3	4-8	120	SCHOOL YEAR 8 *		
SCHOOL YEAR 4	4-8	120	SCHOOL YEAR 9 *		
SCHOOL YEAR 5	4-8	120	SCHOOL YEAR 10 *		

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS 4 TO 8 WITH A PROJECTED TOTAL ENROLLMENT OF 120.

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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.

La Salle envisions a world in which all children have access to an excellent education. Our mission, therefore, finds us dedicated to transforming the lives of children and our community through innovative education.

In transforming the lives of children, the school will focus on delivering a high quality, innovative education to at-risk students from North St. Louis in grades four through eight. A rigorous curriculum wrapped in the support of a caring community will define La Salle's learning environment.

We will cultivate within our students and graduates the value of care, inclusivity, community, service, justice, and zeal. Further, we aim to transform our community by cultivating these same values in each of our working partnerships - with our Board, parents, sponsor, outside agencies, etc.

La Salle's school culture will be marked by high academic and moral expectations, and students will receive support in the development of their whole person - intellectual, social, physical, and emotional. There is a sharp focus on academic core subjects, and both the class day and the academic year are extended in order to maximize student growth and ensure secondary school success.

APPLICATION CERTIFICATION

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

SIGNATURE

Incorporator

TITLE/ROLE

August 20, 2014

DATE

Corey Quinn

PRINTED NAME

A. Education Plan

A.1 Mission, Vision and Educational Philosophy

Mission

"I am somebody."

With these three words, a lone sixth-grade girl will stand before her schoolmates and signal the start of a new day at *La Salle*. In response to her verbal cue, the rest of the student body, faculty, and staff will quiet themselves. In unison, as if to acknowledge her dignity and that same dignity that resides within each one of them, they will reply: "*I am somebody.*"

Located in the historic Ville neighborhood of North St. Louis, De La Salle Middle School has been delivering on its mission of "*transforming the lives of children – and our community – through innovative education*" since 2001. Rooted in a more than three-centuries-old educational philosophy that is centered on the quality of relationship between student and teacher, a De La Salle education celebrates the dignity of each individual child in an academically challenging, community-focused learning environment.

The results of this approach to teaching and learning are transformational. Despite the fact that 87% of De La Salle students enter the school below grade level, 98% eventually go on to graduate from high school – many from some of the finest college preparatory high schools in the St. Louis metropolitan area. Comparatively, high school graduation rates hover in the 50% range in and around the Ville neighborhood that De La Salle serves.¹

In addition to strong academic outcomes, De La Salle has developed co-curricular programs that further challenge the status quo, from swimming courses that find African American students developing essential but often overlooked life-saving water skills to our "Readers to Leaders" and "Connecting Generations" programs, which build bridges between people of different races and ages, respectively.

Collectively, these transformative results take on added significance in light of the challenging context in which De La Salle dwells. As identified in "*Public School in St. Louis: Place, Performance, and Promise*,"² the need for high quality education in and around the Ville neighborhood remains extraordinary. De La Salle serves students and families principally from the four zip codes that "have no Tier 1 neighborhood elementary, middle, or high schools. Children residing in these areas do not have access to a [public] school that meets half of the Missouri State Standard...[and there] is a need in these areas for a total of 9,714 seats of performing capacity in grades K-12."

Up until now, of those nearly 10,000 students in need, De La Salle has limited its service to approximately sixty-five middle school students per year – the maximum that our private, philanthropy-based business model could sustain. And while the mission has drawn inspiration from its religious forebears and the architects of the NativityMiguel school model upon which we were founded, our school leadership regards the scope of the unmet need in our community as unconscionable. Therefore, as we read and respond to the ever-changing signs of the times, we find our mission called to a still greater good – that is, to be of expanded service to the children and families of North St. Louis who live on the margins.

¹ Missouri Department of Elementary and Secondary Education, Comprehensive Data System, <<http://mcds.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx>>.

² National Association of Charter School Authorizers (NACSA) and IFF, *Public School in St. Louis: Place, Performance, and Promise*, (2009), <<http://www.iff.org/resources/content/3/4/documents/STL-Place-Performance-Promise.pdf>>.

As *“Place, Performance, and Promise”* points out, there is indeed “a real opportunity to achieve lasting reforms in the coming years because of new leadership and policy direction in the city of St. Louis, the state of Missouri, and at the federal level.” Accordingly, the Board of Directors of De La Salle in concert with the school’s internal leadership team presents this charter school application for *La Salle*. *La Salle* represents an evolution of our successful work to date in the local urban education sector – an expansion borne out of a heightened sense of urgency. It also represents our firm belief in a pedagogy that speaks to a universality of human truth that transcends divisions of race, class, culture, and creed.

To *“teach minds and touch hearts”* is the essence of an education in the Lasallian tradition. When *La Salle* opens its doors as a charter school to more Northside students and families in the fall of 2015, we will continue to promote our core values of *care, inclusivity, community, service, justice, and zeal*. These values represent a new interpretation – and, in many respects, a deepening – of the values espoused with De La Salle Middle School’s founding more than a decade ago.

Vision

In the decade to follow, we envision a *La Salle* that serves five times more students than De La Salle has had the capacity to serve, and we imagine a more than fivefold increase in our impact on the broader community. Whether through our service to more children in a larger number of grades or through our expanded community outreach in partnership with friends old and new alike, our mission of *transforming the lives of children and our community through innovative education* will endure until our vision of *excellence in educational opportunity for all* has been realized.

In 2025, in other words, you are likely to open the door to *La Salle* and find a student standing before her community and calling her school community to silent attention with these three simple words: *“I – AM – SOMEBODY.”*

Educational Philosophy

Background

The school has been in existence since 2001 as a private school. It has built on its programming to adapt to the changing needs of its target population, all while remaining true to its guiding philosophy. The school’s mission, curriculum, and services align with the educational needs of our target population: students from low-income backgrounds and students who enter the school one or more grades below level in core academic subjects. The school transforms children’s lives, and thus the community, through a high quality, innovative education.

Appendix A.2a, page A.1 provides evidence of these transformations including outcomes such as

- increases in percentages of students demonstrating proficiency
- grade level gains per year
- percentage of students showing greater than normal annual growth

La Salle’s educational philosophy touches hearts and minds through a balanced focus on both developing the whole person and on maximizing academic growth so that students are prepared for success at best-fit area high schools and postsecondary educational options. (Each student determines a school to be a “best-fit” based on an analysis of several factors, including parent/guardian counsel, financial support offered, location, academic mission and focus, “feel”, middle school staff input, demographic makeup of school community, and—most important—alignment with the student’s personal learning and career trajectory.) *La Salle*’s educational philosophy is marked by attention to rigor, student engagement, an ethic of service to the community, individualized learning, data-responsive instruction, a focus on literacy, and postsecondary success as the long-term goal.

Developing the Whole Person

A quality education is based on relationships. *La Salle* staff members begin the educational program by building relationships with each child and family on an individual level. The purpose of these relationships is to empower

students to identify and grow elements of their ethical, emotional and social intelligence and to make learning conditions optimal. To build trust between the home and the school, and to foster an atmosphere at home that supports student learning, La Salle includes a home visit program as part of its post-admission steps for placement for all incoming students and for students who seem “stuck.” Such home visits have become a core strategy for increasing student achievement in schools where students are not meeting standards of academic achievement (“low-performing”).³ Indeed, researchers have found a positive correlation between schools conducting parent/teacher home visits and standardized test scores, student motivation, and teacher effectiveness.⁴

La Salle strives to touch hearts through a school wide behavioral intervention program, *Behavior Intervention Support Team* (BIST), which emphasizes reflection, emotional awareness, and empathy. Using common language and practices, educators at La Salle provide caring support for students as they work to improve behaviors that either disrupt learning or are hurtful. BIST, a model used primarily by schools serving students from low-income backgrounds, is backed by research⁵ showing its effectiveness.

Further, La Salle emphasizes whole child development through its focus on community service as a way to deepen understanding of social justice issues and civics and to improve our community by serving the common good.

Maximizing Academic Growth

Data on current and past De La Salle students indicate that most students enter below grade level. For example, for new students during the 2013-14 school year, 84% entered below grade level in reading and 87% entered below grade level in math. 65% of new students in 2013-14 tested more than one full year below grade level in reading and 70% tested more than one year below grade level in math. Nearly a third of new students (32%) entered De La Salle during the 2013-14 school year testing two or more full grades below level in reading and nearly half (47%) tested two or more full grades below level in math, upon entry. Serving students who enter La Salle with significant academic deficits,⁶ the school focuses on rapid learning *growth* as well as proficiency. We create the environment for maximized academic growth through an extended time in school, both in hours per day and days per year. Several studies have shown the benefits of extended learning time, particularly for students from low-income backgrounds.⁷ We also focus on academic core subjects, doubling the time for English language arts and building in additional time for math instruction, in order to bridge the gap between students’ skill level at entry and the skill level needed for success at the high school level. Doug Lemov issued a clarion call for a focus on literacy to schools serving students from low-income backgrounds: “Reading is *the* skill. Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster. If your students can read well, they can essentially do anything.”⁸

³ The NEA Foundation, *Parent/Teacher Home Visits, Creating a Bridge Between Parents and Teachers as Co-Educators in Springfield, MA and Seattle, WA*, (2012), <<https://www.neafoundation.org/content/assets/2012/11/Parent-Teacher%20Home%20Visits%20Issue%20Brief.pdf>>.

⁴ Ibid.

⁵ Ozanam, *Behavior Intervention Support Team*, <<http://www.bist.org/about-us/evidence-based-outcomes>>.

⁶ Among the school’s 31 new students at the start of the 2012-13 school year, 87% entered having tested below grade level in math; 87% entered having tested below grade level in reading. 58% enter having tested one or more years below grade level in reading, and 65% enter having tested at one or more years below grade level in math.

⁷ ECONorthwest / The Chalkboard Project, *Extended Learning Time in K-12 Schools*, (2008),

<<http://chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf>>; Farbman, David, *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*,

<http://www.timeandlearning.org/files/CaseforMoreTime_1.pdf>

Patall, Erika A. et al., *Extending the School Day or School Year, A Systematic Review of Research (1985–2009)*, (2010),

<<http://rer.sagepub.com/content/80/3/401.abstract>>, (citing research on the benefits of extended learning time).

⁸ Lemov, D. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)*. John Wiley & Sons.

In addition, recent research⁹ found that “[e]xtended time for literacy, which includes approximately two to four hours of literacy instruction and practice” is an important element in improving middle school literacy achievement (4). La Salle’s unrelenting focus on literacy maximizes academic growth, and this growth is evident in De La Salle’s academic outcomes as shown in Appendix A.2a, page A.1. Annual gains in percentage of students demonstrating proficiency, annual median percentile gain, and grade level gains per year point to a history of success following this literacy-focused model.

Dynamic Multiage Learning Groups

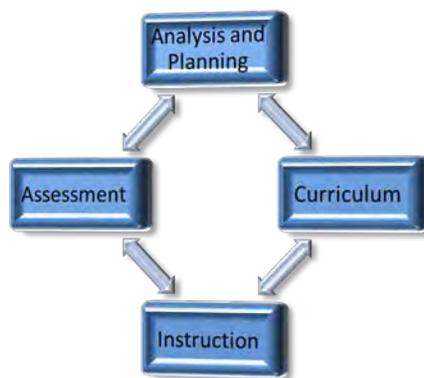
Multiage learning groups allow for optimizing the learning for each student. Multiage learning groups are dynamic in that students may move to “higher” or “lower” learning groups at seven points during the year, based on student achievement and maturity. Students who enter La Salle testing multiple grades below level may take additional time to graduate, working their way through the learning levels at a different pace. De La Salle Middle School instituted multiage learning groups in 2003, as a way to address the wide range of readiness and skills incoming students displayed. De La Salle identified a local school implementing the model, observed the program, and interviewed educators who taught within the multiage framework. Over eleven of the subsequent twelve years, De La Salle staff evaluated and improved the dynamic multiage learning system. Strong student academic outcomes (as seen in Appendix A.2a, page A.1) serve as evidence of the program’s success. “Effective research in the area of multiage education is still in its infancy.”¹⁰ However, promising research around multiage grouping supports De La Salle and La Salle’s decision to implement the model:

Statistical analysis demonstrated that students from multiage classrooms achieved greater academic outcomes in relation to their abilities and demonstrated greater increases in academic achievement than students of the same and higher abilities from single-age classrooms when all classrooms employed developmentally appropriate teaching practices.¹¹

Dynamic multiage grouping allows for individualized learning based on students’ skill level on entry and pace of growth.

Data-Informed Decision Making

Data-informed decision making is a key factor in student growth and achievement. Data-informed decision making is a constant focus of the school’s professional learning communities. Publications of Paul Bambrick Santoyo¹² will guide school practices on leveraging the planning/analysis → curriculum → instruction → assessment cycle so that staff may respond rapidly to the needs of our students.



⁹ Biancarosa, G., & Snow, C. E. (2004). *Reading next: A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York*. Alliance for Excellent Education.

¹⁰ Kinsey, S. J. (2001). *Multiage grouping and academic achievement*. ERIC Clearinghouse on Elementary and Early Childhood Education.

¹¹ Ibid.

¹² Leverage Leadership and Driven by Data are “playbooks” for data discussions.

Teachers' professional learning communities focus on research-based best practices that challenge and meet the needs of early adolescents from low-income backgrounds. Pedagogical techniques outlined by Lemov and Marzano—such as *Check for Understanding*, *Cold Call*, *100%*, *Setting Objectives and Providing Feedback*, and *Reinforcing Effort and Providing Recognition*—make up key elements of teacher induction, development, and evaluation. Lemov's *Teach Like a Champion*¹³ and Marzano's *Classroom Instruction that Works*¹⁴ serve as reference and training sources for teaching staff. The texts, required reading for new teachers, serve as handbooks to assist educators as they grow and improve through the educator evaluation process and through PLCs. Recent research¹⁵ on professional learning communities found that PLCs positively impact student outcomes and teacher effectiveness. De La Salle recognizes a fundamental tenet of PLCs: wisdom for teaching and learning is located in experiences gained through the applied, daily work of teaching, and this wisdom is best conveyed through objective dialogue and reflection among teachers who share this experience.¹⁶ DLS explores and addresses problems of practice through its 110 minutes weekly of critical teacher dialogue in the form of a PLC. De La Salle has refined and evaluated this twice-weekly PLC since 2010. Teachers engage in the PLCs and increase their professional knowledge as they focus on student results stemming from decisions about professional practice. The student academic outcomes in Appendix A.2a, page A.1 illustrate the key dividend of this increased professional knowledge, and this causal relation (teacher professional knowledge gains → student academic gains) is fundamental to the practice of PLCs. In these ways, data-responsive instruction is a key component of teaching and learning at La Salle.

Personalized, Individualized Attention

Personalized, individualized attention at De La Salle strengthens relationships with each student and amplifies student learning opportunities. Small class sizes allow for these relationships to prosper, as La Salle core classes will not exceed 18 students. Historically, De La Salle Middle School has demonstrated success (as evidenced in Appendix A.2a, page A.1) by limiting learning group sizes to 15 to 17 students. (School leadership predicts that the slight increase in class size at La Salle--18 students--will not represent a significant change.) A recent Brookings Institute study¹⁷ found "that very large class-size reductions, on the order of magnitude of 7-10 fewer students per class, can have meaningful long-term effects on student achievement and perhaps on non-cognitive outcomes. The academic effects seem to be largest when introduced in the earliest grades, and for students from less advantaged family backgrounds." The study also found that a "large reduction in class size... was found to increase student achievement by an amount equivalent to about 3 additional months of schooling four years later." (It should be noted that the same study found that teacher quality affects outcomes to a "much larger" degree than class size and that the findings on class size did not offer enough evidence to influence state-level policy.) Personalized, individualized attention strengthens student engagement, a critical component of successful learning.

High Academic Expectations

La Salle will continue to hold students to high academic expectations, aligned with Missouri Learning Standards. A strong research base affirms that expectations affect student achievement.¹⁸ La Salle's curricular integration of Missouri Learning Standards supports La Salle's goal of maintaining high expectations for all students, and thus supports student academic growth and achievement. Our understanding is that the Missouri Learning Standards are among the best of the existing standards currently used in our country. Missouri Learning Standards are intended to raise the achievement by Missouri students on international tests such as the PISA, and they are grounded in

¹³ Lemov, D. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)*. John Wiley & Sons.

¹⁴ Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Ascd.

¹⁵ Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80-91.

¹⁶ Buysse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional children*, 69(3), 263-277.

¹⁷ Chingos, Matthew M. and Grover J. "Russ" Whitehurst, *Class Size: What Research Says and What it Means for State Policy*, (2011), <<http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>>.

¹⁸ Cotton, K. (1989). *Expectations and student outcomes*. Northwest Regional Educational Laboratory. 9.

research on the necessary skills for college-level work and for 21st century careers. La Salle will use the framework provided by the Missouri Learning Standards to create and select curricula in math, reading, writing, speaking and those skills' use when applied to the subjects of science, social studies, and other subjects. Our curricular rigor, a key component in our school, will be guided by the Missouri Learning Standards.

Academic Performance Goals

Over the term of the charter, the school's performance goals call for the school to strive to exceed the following annual MSIP-5 academic achievement targets.

Indicator	2015	2016	2017	2018
Academic Achievement		Approaching	On Track	On Track
Subgroup Achievement		Approaching	On Track	On Track
High School Readiness		Approaching	On Track	On Track
Attendance		Approaching	On Track	On Track
Overall APR				At least 70%

A.2 Curriculum and Instruction

Overview

La Salle Charter School's curriculum and instructional practices have the rare privilege of refinement, being subject to thirteen years of evaluation, adjustment, and improvement as they relate to student learning outcomes over the history of the private, Catholic De La Salle Middle School. Evidence of La Salle's curriculum and instructional practices are seen in the student outcomes described in Appendix A.2a, page A.1. This appendix shows that La Salle's curriculum choices do in fact work with the school's target population, as evidenced through student gains in median national percentile, median grade level gains per year, percent of students showing greater than normal growth, percentage of students demonstrating subject-area proficiency, and percent of alumni graduating high school.

La Salle's curriculum design is centered on seven key themes:

1. rigor,
2. student engagement,
3. an ethic of service to the community,
4. individualized learning,
5. data-responsive instruction,
6. a focus on literacy, and
7. post-secondary (university, college, technical school, or apprenticeship) success as the long-term goal.

La Salle's conversion to a charter school coincides with Missouri's revised Learning Standards on standardized assessments during the 2014-15 school year. La Salle (LS) will fully adopt Missouri Learning Standards, and the rigor therein is a curricular element that is increasingly needed as we move students toward college readiness. Student engagement—through instruction and content—is a key element of reaching students at risk of failure, since it is through high engagement that we are most likely to touch students' hearts *and* their minds as they learn skills needed for high school and postsecondary success. Next, La Salle—a former Catholic school—will integrate service-oriented thinking throughout the curriculum, with the goal of improving our community. Participation in community service has been shown to lead to improved academic outcomes.¹⁹ Further, service opportunities will help students develop a sense of calling and purpose. Additionally, a hallmark of La Salle has been individualized learning that meets each learner where he or she is and challenges the student to reach new levels, thus maximizing achievement. La Salle achieves differentiation partially through multiage learning groups so that instructional and

¹⁹ Billig, S. H. (2000). Research on K-12 school-based service-learning. *Phi Delta Kappan*, 81(9), 658-664.

curricular levels are optimized to best meet students' unique needs. Teachers will continue to make curriculum and instruction responsive to the needs of the student, based on assessment data. Both formative and standardized assessments will inform decisions on pacing, content, and reteaching. In addition, a relentless focus on literacy skills will help students build essential skills in code switching, vocabulary development, and writing acuity. These skills are needed to close the achievement gap.²⁰²¹²² A final theme in La Salle's curriculum design includes an ongoing focus on skills needed for success in college and in life. High school preparatory classes, career days, college exposure trips, and an understanding that the classroom experience is directly tied to life outcomes are key elements of La Salle's focus on success *after* graduation.

The demographics of the population of current and past LS students indicate that most students enter below grade level. For example, for new students during the 2013-14 school year, 84% entered below grade level in reading and 87% entered below grade level in math, according to the STAR assessments. 65% of new students that year tested more than one full year below grade level in reading and 70% tested more than one year below grade level in math. Nearly a third of new students (32%) entered De La Salle during the 2013-14 school year testing more than two full grades below level in reading and nearly half (47%) tested more than two full grades below level in math upon entry. As a result of this, La Salle provides two periods of communication arts, a second period of math that offers individualized, supplemental instruction based on student's own unique learning pace, and explicit instruction on school skills such as organization, studying, planning, and homework practices. These curricular elements provide a set of learning parameters where remediation for students below level can and does occur.

La Salle's curriculum will align with Missouri learning goals and any other standards adopted by the state of Missouri. Curriculum materials are research based, and school leadership and teachers use resources such as the What Works Clearinghouse²³ when selecting curricular programs. Key elements of the La Salle curriculum are research-based, including Accelerated Math, Accelerated Reader, Daily Grammar Practice, Word Generation, FOSS science, STAR math, and STAR reading. The school will continue to adapt and shift its curriculum to ensure that it is guaranteed, viable, and in full alignment with Missouri Learning Standards. Data from standardized and teacher-designed assessments will spark La Salle educators to identify if further instructional and curricular adjustments are needed, based on the data.

Multi-Age Learning

La Salle Middle considers the education of a child to be a unique and individual growth process. As a result, the school has fostered an environment that meets the needs of the individual. The children's uneven developmental patterns and differing rates of progress often are ill-matched to a rigid grade-level system. Our multiage classrooms utilize an organizational structure in which children of different ages (at least a two-year span) and ability levels are grouped together, without dividing them into steps labeled by grade designation. Mixed-age grouping may be a lifeline to children at risk because it encourages self-respect and creates a learning environment that keeps students involved and motivated. Each learning group is named after an inspirational historical figure or a college so that a sense of hierarchy among the groups is not conveyed.

Learning group level curriculum is determined by team leaders in the department who ensure that curriculum maps are aligned across all learning group levels and that the written curriculum clearly differentiates how learning in each grade/course differs from earlier and later learning groups. Further, there are no instances of curriculum goals or content from one learning group repeated verbatim in another grade/course. Once curriculum maps are developed, subject area teams create unit plans using Understanding by Design, and the teams then develop daily lesson plans.

²⁰ Patton, J. M., & Townsend, B. L. (1997). Creating inclusive environments for African American children and youth with gifts and talents. *Roepers Review*, 20(1), 13-17.

²¹ Marzano, R. J. (2003). Direct vocabulary instruction: An idea whose time has come. *Closing the achievement gap: A vision for changing beliefs and practices*, 48-66.

²² Geisler, J. L., Hessler, T., Gardner, R., & Lovelace, T. S. (2009). Differentiated writing interventions for high-achieving urban African American elementary students. *Journal of Advanced Academics*, 20(2), 214-247.

²³ Institute of Education Sciences, *What Works Clearinghouse*, <www.whatworks.ed.gov>.

The curriculum is responsive to students' needs, and departmental leads aim for students' needs for additional challenge to be consistently met by increasing the cognitive level of the course/class curriculum.

Backwards design, a model developed by Wiggins and McTighe,²⁴ is the framework that will assist teachers in creating curriculum that meets Smarter Balanced Assessment Consortium (SBAC)²⁵ goals and Missouri Learning Standards. Missouri learning standards will be aligned with all standards to ensure that students receive a comprehensive education preparing them fully for college and career. Teachers will identify key goals within each learning group to ensure that students will be where they need to be by the end of the year.

Each core subject has a separate set of curricular goals for each learning level. That is, the language arts content for Level III is different from the language arts content for Level II.

- *Level I* focuses on fifth grade learning goals for each subject. In addition, *Level I* provides the most deliberate remediation and intervention for students who are significantly below grade level.
- *Level II* provides sixth grade level learning objectives and will include some seventh graders who struggle to perform at the seventh grade level yet.
- *Level III* is a blend of sixth and seventh grade level work that will be used to challenge advanced level sixth graders, on-level seventh graders, and the occasional eighth grader whose IEP calls for a scaffolded curriculum to meet his or her unique learning needs.
- *Level IV* uses a curriculum blend of seventh and eighth grade level standards. Some seventh graders will work at this level, and some eighth graders who need extra time with lower-level materials in order to fully ready themselves for success at the high school level will continue at this learning level until graduation. De La Salle's graduate support staff's analysis of graduates' academic performance in high school points to the conclusion that students graduating from *Level IV* are prepared to succeed in high school.
- La Salle's *Level V* curriculum serves students ready to move on to top-tier, high quality college prep high schools. On occasion, students with advanced skills are placed in the *Level V* class in seventh grade. For the following year, these students participate in some dual credit courses at area private high schools and/or have differentiated instruction on the ninth grade level to be most prepared for success at selective area high schools.

These five levels are based on LS's current student body, comprised of students in the 5th, 6th, 7th, and 8th grades. Since the multi-age learning grouping system was implemented in 2003, De La Salle has adjusted the format in several ways in response to assessment data. One adjustment involved De La Salle staff trying to optimize the student schedule to allow particular students to attend, for example, a more advanced math class and a more remedial reading class. In addition, De La Salle has tried single-sex classrooms and other variations. The current iteration of the multi-age learning system is the variation that works best, as the results in Appendix A.2a, page A.1 demonstrate. As LS expands into additional grade levels, the number of learning levels will increase commensurately.

It should be noted that multi-level learning will be utilized throughout the school year, but for participation in the mandated state assessments, students will be tested at the grade level assigned to the student.

The rationale for the planned addition of the fourth grade is based on the idea that additional time with learners will lead to improved outcomes. In other words, if a LS student gains 1.5 grade levels per year, which the class of 2014 *exceeds* in Appendix A.2a, page A.1, a student spending five years at LS will have a greater chance of being at or beyond grade level by middle school graduation and college-ready by high school graduation. The fourth grade allows for increased contact time with students, so learning gaps are addressed earlier. The fourth grade would be a self-contained elementary classroom, unlike the mixed-age learning groups enjoyed by the fifth through eighth graders.

²⁴ Wiggins, Grant and Jay McTighe, *Understanding by Design*, (2005).

²⁵ Smarter Balanced Assessment Consortium, <www.smarterbalanced.org>.

Our learning group system optimizes curriculum content for each child in order to meet his or her unique learning needs based on skill level rather than chronological age. Students may move “up” or “down” learning levels throughout the year if their skill levels indicate their optimal challenge level will occur at a different level. Students who fail to show improvement may be held back in either learning level, grade level, or both.

College Focus

21st century skills—critical thinking, problem solving, communication, and collaboration—fundamental to core content instruction at La Salle so that students may become creative, literate, critical problem solvers and socially responsible citizens of the world.

La Salle goals for each student include completion of postsecondary education, which may include a bachelor’s degree, an associate’s degree, or equivalent certification in a trade. Engle²⁶ and other researchers hold that a college-bound culture will increase the chances of first generation college students’ success. Engle holds that “Students’ aspirations for attending college are greatly affected by the amount of encouragement and support received from significant people in their lives, including teachers and counselors” (29). This continued focus on the academic, career, and life horizons helps students put forth grit and diligence necessary for academic success and for the long-term goal of postsecondary success.

Missouri Learning Standards

Curriculum will be aligned with the Missouri Learning Standards. The stated goals in La Salle’s written curriculum address Missouri Learning Standards in math, science, English language arts, and reading and writing in science and social studies. The curriculum will adhere to appropriate, delineated standards, and will be vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards. La Salle’s curriculum is aligned fully with Missouri Learning Standards during the 2014-15 school year. La Salle is participating in ongoing professional learning in the area of understanding and integrating the Missouri Learning Standards, via workshops sponsored by the Missouri Public Charter School Association, through principal training via St. Louis University, and through the Archdiocese of St. Louis. Within the framework of the Smarter Balanced Assessment Consortium (SBAC), LS is designing curriculum elements that are aligned with Missouri Learning Standards. LS is using sample assessments and sample learning units from the SBAC to identify targets for learning that students will need in order to be on track for progression for learning that will lead to success with Missouri Learning Standards-based assessments. In general, the SBAC website will be an ongoing reference for curricular design for school staff. Our continued goal in adopting Missouri Learning Standards will be to place students on the path to college so that they will not need remediation. Further, we are planning for LS students to be successful at the high school each student determines is his or her “best fit” school, as is LS’s tradition and practice.

La Salle teachers use project based learning (PBL) to allow students to deepen their understanding of curricular content by engaging in inquiry in response to an essential question or challenge. PBL involves students selecting a project within teacher-designated parameters and addressing the essential question or challenge through their project by creating a product shared with relevant audiences. LS sees PBL as a way to learn within the more rigorous framework of the new Missouri Learning Standards.

Focus on Literacy

Communication arts classes are split into two separate classes, “language arts” and “reading,” in order to help students entering LS below grade level to reach proficiency. This double emphasis on literacy produces strong gains on standardized assessments, as the achievement data in Appendix A.2a, page A.1 indicates.

La Salle will follow the new Missouri Learning Standards’ focus on several key elements of literacy development. First, students focus on close reading over a balance of types of texts. Second, writing is a key element of our school

²⁶ Engle, Jennifer, *Postsecondary Access and Success for First-Generation College Students*, (2007), <<http://www.aft.org/pdfs/highered/academic/january07/Engle.pdf>>.

program, with a combination of narrative, informational, and argumentation essays. Third, school staff will further integrate and design lessons that focus on speaking and listening skills for a variety of purposes and audiences. Finally, students will research and ask questions while investigating facts.

Interdisciplinary learning at La Salle includes a designed integration of literacy into each core subject area. Since approximately 90 percent of students enter La Salle below grade level, the need for repeated instances of literacy instruction, across the curriculum, is great. La Salle uses the SERP Word Generation program, created by the Strategic Education Research Partnership²⁷ and Boston Public Schools, which focuses on academic vocabulary for middle school students presented in an engaging way. Word Generation is intentionally designed for students from low-income backgrounds whose academic vocabulary may be lacking. Each week, students examine positions in a topical debate topic such as stem cell use, cloning, school uniforms, and the military in Iraq. The Word Generation program²⁸ presents evidence on either side of the debate, so that no one “right” answer is espoused. However, students are required to use evidence to support their findings and to argue their position in writing. This research-based program has alignment with Missouri Learning Standards. Further, within each “debate topic of the week” lies an opportunity for instruction on five academic vocabulary words of the week. Each debate topic has additional lessons designed for math, and science or social studies, which should be taught once during the week to support the academic vocabulary words present in that week’s lesson. Student vocabulary assessment results indicate that this curricular program is valuable and worth continued use.

La Salle maintains a culture where independent reading is prized as a habit of a lifelong learner. LS purchases library books with the goal of stocking students’ home libraries as well as classroom libraries. La Salle sees value in investing in an abundance of high-interest texts with subject matter that engages students, as well as challenging at-level texts. Student choice plays a prominent role in the supervised independent reading element of the program. Several studies support both of these practices.²⁹ Each Tuesday morning, staff and students present brief book talks during a whole school assembly in order to promote a culture of reading as a key element in personal growth. Partnerships with the St. Louis Public Library the middle school “Book Battle” of St. Louis, and the Booksource wholesale bookseller enhance our school’s independent reading program. Each day, staff and students *Drop Everything and Read* (DEAR) for 25-30 minutes, reinforcing the value of silent independent reading. DEAR aligns with LS’s Accelerated Reader comprehension building program. Students who demonstrate prolific reading receive incentives such as membership in “The Million Word Club” or special school trips to Six Flags.

La Salle teachers are undergoing ongoing professional development to assist them as we shift our curriculum to a scope and sequence more aligned with Missouri Learning Standards. La Salle educators are attending Smarter Balanced Assessment Consortium and Missouri Learning Standards workshops sponsored by MCPSA, hiring a curriculum professor to coach educators on Missouri Learning Standards-aligned curriculum design, meeting with Tom Guskey and other experts, and meeting each week in subject-area teams to focus on Missouri Learning Standards integration. The Missouri Learning Standards- aligned curriculum map was completed during the summer of 2014.

²⁷ Strategic Education Research Partnership, <<http://www.serp.institute.org/2013/about/>>.

²⁸ Strategic Education Research Partnership, *Word Generation*, (2011), <<http://wg.serpmedia.org/>>.

²⁹ Guthrie, John T. and Marcia H. Davis, *Motivating Struggling Readers in Middle School Through an Engagement Model of Classroom Practice*, (2003), <<http://www.education.umd.edu/EDHD/faculty2/Guthrie/reading.pdf>>; Ash, G. E., *Teaching readers who struggle: A pragmatic middle school framework*, (2002), <<http://www.readingonline.org/articles/ash/>>; Sanacore, Joseph and Anthony Palumbo, *Middle School Students Need More Opportunities to Read Across the Curriculum*, (2010), <<http://www.tandfonline.com/doi/abs/10.1080/00098650903583735?journalCode=vtch20&.UvA10fmwJcQ>>, (citing research that supports De La Salle’s reading-focused practices).

In addition, the school has established a membership in the St. Louis Regional Professional Development Center (RPDC) at EducationPlus, and instructional staff have begun participation in seminars offered by the RPDC. This professional learning will enhance curriculum decisions at La Salle.

The language arts curriculum strives to improve students' skills in six areas:

1. thinking,
2. grammar,
3. writing,
4. speaking,
5. listening, and
6. study and organizational skills.

Students will develop vocabulary through text using roots, prefixes, suffixes, context clues, a dictionary, and thesaurus. Student writing strives to have an effective flow and rhythm with a strong control of standard writing conventions. Daily language arts classes use the Word Generation program to build skills in vocabulary development, writing an argument, and close reading of nonfiction. Word Generation serves to decrease the "vocabulary gap" between low-income students and other students through repeated reinforcement on academic vocabulary.³⁰ Language arts classes also use the research-based Daily Grammar Practice³¹ (DGP) program to teach and reinforce grammar skills on a daily basis. Each language arts class begins with DGP, providing ten minutes of guided practice on grammar, editing, and the mechanics of writing. Language arts also uses the Document Based Questions (DBQ³²) program to promote closer reading of nonfiction, argumentation, using primary sources, and research.

Students write and publish regularly in language arts class, producing argumentation, expository, research, and narrative essays once per month using the writing process, including pre-writing, peer editing, and multiple revisions. Vocabulary and grammar textbooks are used at times to reteach or offer additional practice when needed. The curricular components of the language arts program have been evaluated and refined over De La Salle Middle School's thirteen-year history. De La Salle student gains in language arts—in percent of students proficient, median percentile gains, median grade level gains, and percent of students demonstrating greater than normal learning per year—are illustrated in Appendix A.2a, page A.1.

Reading class focuses on fluency and comprehension skills and a deepening of the understanding of the elements of literature. Each student has a reading class daily. Reading class features Daily Reading Practice³³ to build comprehension skills, close reading of fiction and nonfiction texts, and written responses to the texts. Books are read both independently and orally in class. In addition to the study of literature, interdisciplinary work with other departments is emphasized throughout the curriculum. Each learning group studies one Shakespeare play per year in addition to three or four novels or longer nonfiction texts. Nonfiction texts and novels in reading class are aligned to complement course content in social studies or language arts in order to deepen understanding across disciplines. For example, students studying Islam in social studies will read a novel such as The Breadwinner and students studying the Holocaust may read Number the Stars. Texts are selected to build background knowledge and to help students think like a global citizen of the 21st century. Reading teachers design experiential field experiences that deepen understanding of course content, such as a trip to a forest when reading Hatchet, a story about survival in the outdoors. Poetry is integrated into the curriculum. The reading teachers conference daily with students about the status of their independent reading, and teachers contact parent/guardians, incentivize progress, and give suggestions for further reading as students advance as independent readers.

³⁰ Wren, Sebastian, *Older Students Struggling with Reading*, (2002), <<http://www.balancedreading.com/olderreaders.html>>.

³¹ Daily Grammar Practice, <<http://www.dgppublishing.com/index.htm>>.

³² The DBQ Project, <<http://www.dbqproject.com/>>.

³³ Daily Grammar Practice, <<http://www.dgppublishing.com/index.htm>>; Daily Grammar Practice, *Research Base*, <<http://www.dgppublishing.com/Forms/Research%20base.pdf>>, (citing research basis for the program).

Mathematics

La Salle Middle School places the highest emphasis on both the Standards for Mathematical Practice³⁴ and content outlined in the Missouri Learning Standards, as it is adapted to La Salle learning group levels. These fewer, clearer, and more rigorous standards allow for more student-centered lessons and deeper, problem-oriented thinking. Since La Salle students come from various math programs at prior schools, La Salle addresses a wide array of needs in addition to Missouri grade level content objectives. The primary goal of the math program is to assist students in gaining mathematical confidence and competence. To this end, the sequencing of the program remains flexible to meet the needs of students who benefit from additional reinforcement and those who progress at an accelerated rate. A second goal is to develop thinking skills, so adequate time is spent on problem solving abilities. It is critical that students demonstrate mastery in number sense and operations and basic understanding of measurement and problem solving before moving into more complex concepts, such as data analysis, probability, geometry and algebra, which will be constructed upon prior competencies. Instruction will include activities in which the students actively work to pose and solve problems both individually and collectively. The La Salle math department is undergoing continued training on shifting to Missouri Learning Standards, with its focus on persevering in solving problems, reasoning, constructing arguments and critiquing others' arguments, applying math to problems in "real life," using appropriate tools strategically, attending to precision, and using structure and patterns. Further, the math instructors at LS are studying video from the Trends in International Mathematics and Science Study (TIMSS)³⁵ in order to rethink their current practices to better match the SBAC framework.

The math department currently uses teacher-created lessons based on Missouri grade level content objectives and students' assessed skill level. In addition, math instructors at La Salle use Glencoe-McGraw-Hill³⁶ textbooks that are aligned to Missouri standards. Literacy is integrated into the math curriculum through vocabulary instruction and through narrative responses to problems. Students who graduate from La Salle's "level V" learning group have built a strong foundation and developed number sense in order to be fully prepared for freshman year algebra, according to De La Salle's graduate support director, who monitors each high school student's performance. In addition, LS will provide Algebra I as part of its "level V" curriculum for students who are ready, as encouraged by MSIP5. Further, students use technology to give presentations on statistical findings as part of the curriculum.

The students who take Algebra 1 will be more prepared for success in high school and college, research shows³⁷. Math classes at the high school and college level are usually arranged in a progressive order such that access to advanced classes depends on a student passing a prerequisite class. Therefore, the earlier a student passes Algebra 1, the greater likelihood the student will have opportunities to take higher-level classes, which is itself related to a greater likelihood of attending a 4-year college³⁸.

The math program is supplemented through individual tutoring for students in need, optional or required study meetings with math teachers before school or during lunch, and a budgeted math consultant who advises the math department on curriculum, instruction, and assessment. Also, the Accelerated Math (AM)³⁹ program is a daily, individualized math program that provides targeted practice and assessment to students based on their current skills. AM differentiates instruction, tracks student progress, provides practice aligned with Missouri Learning Standards, and provides data to inform instructional and sequencing decisions in the math program. Accelerated Math also

³⁴ Common Core State Standards Initiative, *Standards for Mathematical Practice*, <<http://www.corestandards.org/Math/Practice>>.

³⁵ TIMSS and PIRLS International Study Center, Lynch School of Education, Boston College, and International Association for the Evaluation of Educational Achievement, <<http://timss.bc.edu/>>; <<http://timssvideo.com/>>.

³⁶ Glencoe-McGraw-Hill, <<http://www.glencoe.com/sec/math/msmath/mac04/course1/index.php/mo/2006>>.

³⁷ Matthews, M.S., and Farmer, J.L. (2008). Factors Affecting the Algebra I Achievement of Academically Talented Learners. *Journal of Advanced Academics*, 19(3): 472–501.

³⁸ Schneider, B., Swanson, C.B., and Riegle-Crumb, C. (1998). Opportunities for Learning: Course Sequences and Positional Advantages. *Social Psychology of Education*, 2(1): 25–53.

³⁹ Renaissance Learning, *Accelerated Math*, <<http://www.renlearn.com/am/default.aspx>>.

provides swift identification of students needing intervention. Multiple instructors assist students during the AM class, which occurs daily, in addition to math class.

Science

The La Salle science curriculum is designed to provide students with a foundation in the physical, biological and earth sciences. The FOSS Science program⁴⁰ is the core of our science curriculum. Multiple activities and laboratory experiences enrich each unit. This inquiry based curriculum (FOSS) allows students to develop their own hands-on understanding of the basic concepts of science. A research based, kinesthetic, curriculum for K-8 developed by University of California at Berkeley, Foss aims to help students be scientists through active time “doing” science. Guided by thought provoking questions, students collect information through a variety of activities that leads them towards a deeper understanding of how science works. In preparation for future science courses, the La Salle science curriculum emphasizes critical thinking skills, problem solving, lab work with data analysis, and a mature level of understanding of the material. Topics include geology and plate tectonics, biology and the human body, the diversity and characteristics of life, and force and motion. Textbooks and teacher-created supplementary materials support the science curriculum. The science curriculum features interdisciplinary elements in several units, integrating mathematics, statistics, writing, academic vocabulary, and/or social studies.

Social Studies

The social studies curriculum draws on the humanities and social sciences, including history, geography, government and economics. The goals of the program are to teach citizenship (social responsibility), the value of diversity and the importance of personal responsibility (character education). Students use the concepts and tools of geography to explore the regions of the world with a focus on North America, Europe, and Africa. Students learn to identify particular aspects of culture such as government and leadership, values and beliefs, customs and traditions, and religions, languages, economic systems, and the changes within cultures across time. A graduate of La Salle will be exposed to the following units of study: World Geography, Ancient History (Ancient Egypt, Ancient Greece), World History (Islamic World and the Middle East), and American History (Colonial America, Civil War, Civil Rights). The social studies curriculum uses a Missouri Standards-aligned Holt McDougal textbook,⁴¹ the Document Based Questions program, Hakim’s A History of US, and teacher-created materials. The curriculum is enriched via field trips to historical sites, museums, and locations with significant cultural value.

The community service curriculum will be tied to LS’s social studies curriculum. The La Salle community service curriculum encompasses the ideals of citizenship and stewardship, while remaining accessible to our diverse population. Through readings, multimedia, and discussions of the theories and examples of community service, students learn of service’s value, relevance, and variety. Through active participation in service projects at community locations, students deepen their understanding further. Community service activities conclude with reflective journaling. The community service curriculum is not limited to social studies, though. Indeed, dimensions of ethical citizenship are consistently integrated into subject area content.

Instruction

Research, best practices, and student needs will guide instruction. An inventory of learning styles gives teachers data on students’ individual learning needs. Further, teacher book studies on the instructional works of Doug Lemov, Robert Marzano, and Jane Pollock are a regular part of La Salle’s professional development practice. Student centeredness is a key component of successful instruction at LS, and teachers are evaluated based on degrees of student centeredness in lessons. Collaborative learning, choices in learning activities and assessments that allow students to pursue interests and use their academic strengths, kinesthetic design, highlighting evident connections between course content and students’ lives, identifying “real world” applications of learning activities, PBL, and other methods will be used to guarantee that La Salle educators reach all learners. Teachers are charged to *find the methods that work* with students. At La Salle, classroom instruction aims to engage and motivate all students,

⁴⁰ Full Option Science System® (FOSS), <<http://www.fossweb.com/>>.

⁴¹ World History Student Edition, Grades 6 – 8, ISBN-13/ EAN: 9780030936647.

addressing their diverse needs and capabilities Already, La Salle's learning groups model provides students with optimal challenge (not so little challenge as to result in boredom, not so much challenge as to result in frustration and defeat). This optimal challenge level is monitored through formative and summative assessments and a teacher review process via our PLC.

Teachers consistently integrate the development of social relationships, intellectual dispositions and habits of mind, and related 21st century skills into subject area instruction. Further, teachers promote engagement and motivation through their instruction, and they consistently use assessment results to make changes to instruction that are likely to result in increased learning for students. La Salle teachers aim to keep students engaged and motivated additionally through clear learning goals, clear performance expectations, feedback that affirms individual student achievement and that gives students guidance about how to improve their performance, and through differentiated instruction for students' readiness, learning profile, and interest.

Teacher Evaluation and Professional Learning

Marzano⁴² and others⁴³ have found that increases in teacher quality have a far greater impact on student learning than any other factor. Hence, an effective educator evaluation and professional growth system will sustain ongoing improvement in teacher quality. La Salle's educator evaluation system will align with DESE's Model Educator Evaluation System, released in May of 2014. In the first half of 2014, LS evaluators underwent DESE-sponsored module training on the system. As required by law, La Salle will adhere to DESE's guiding principles and strands of educator evaluation. Further, the teacher standards and quality indicators, such as teacher content knowledge and use of student data, will focus the evaluations and professional growth plans. The evaluators will employ the Missouri Observation Simulation Tool (MOST) to practice assessing teacher performance in the classroom and providing meaningful feedback based on that assessment. MOST will assist LS with implementation of the Essential Principles of Effective Evaluation by giving the school leader practice in teacher observation, feedback, and performance ratings on specific quality indicators through targeted videos before viewing a comparison of the evaluator's rating with a Master Score. LS staff have undergone training on how to use DESE professional learning resources such as the MOST instrument and the Educator Growth Toolbox, and they look forward to gaining access to these systems in the coming months. The 2014 Annual Cooperative Conference for School Administrators gave school leadership additional training on implementation of MOST and the Missouri Model Educator Evaluation System.

La Salle, while exercising local control over its model of evaluation, will document evidence that its model is aligned with DESE's 7 essential principles. La Salle's model, centered on the Missouri Model Educator Evaluation System, includes also research-based practices of Marzano, Lemov, and INTASC. The goal will be to produce measurable and consistent gains in student learning as teachers' instructional practice improves, while meeting state requirements.

A rubric for teacher feedback will be developed based on the Missouri Growth Guide. This growth guide emphasizes improvement along a spectrum for each individual teacher rather than a summative evaluation. The "growth mindset", studied and written about by Dweck,⁴⁴ will be a guiding foundational value around which evaluative conversations occur. Dweck's work states that everyone can change and grow through application and experience, although people may differ. La Salle's evaluative system works best via a shared growth mindset. In addition to embedding an understanding of the growth mindset among teaching staff, school leaders will build teacher understanding of Missouri Teacher Standards, including "high leverage" standards and quality indicators, which are aligned with La Salle's evaluation system. La Salle's teacher induction program focuses on studies of works of Marzano⁴⁵ and

⁴² Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. ASCD.

⁴³ Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20(3-4), 165-184.

⁴⁴ Dweck, C. (2006). *Mindset: The new psychology of success*. Random House LLC.

⁴⁵ Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Ascd.

Lemov.⁴⁶ In addition, teachers attend regular training sessions taught by Doug Lemov as part of the staff development process.

Teacher evaluation is part of a teaching and learning system that supports continuous improvement, no matter how seasoned a teacher is. The school leader will establish focus to ensure a high level of quality in the feedback and support for each teacher. The leadership team selects different approaches to addressing areas needing improvement. Certain practices will be learned deeply, embedded, and applied into the teaching and learning process, such as establishing an aligned student learning objective, fostering student engagement, and employing “joy factor” in lessons. For a given academic year, the school will first identify the quality indicators on which it will focus, move through the cycle of pre-assessment, planning, implementation, evaluation, and reflection. The final goal of the cycle will be positive growth.

To implement a plan to give timely, specific, and formative feedback, the school leader will implement a version of Kim Marshall’s plan cited in *Rethinking Teacher Supervision and Evaluation*.⁴⁷ Aspects of this plan include conducting unannounced, frequent mini-observations, monitoring unit plans, monitoring assessments, face-to-face feedback based on day-to-day practice. These observations and feedback meetings will exceed ten per year for each teacher and will provide data for inclusion on a final evaluation. Frequent classroom visits and prioritizing classroom observations on a schedule allow for the school leader to implement this plan. La Salle views the evaluation process as the key in helping teachers to improve. The evaluation tool gives a roadmap to success via appropriate staff development.

La Salle faculty collaborate in professional learning communities (PLCs) to continuously improve the effectiveness of the curriculum and instruction in order to gain high levels of student achievement. La Salle’s PLC model calls for faculty members to meet once per week to present and discuss “problems of practice” and use protocols to facilitate team meetings so that dialogue is structured and intentional. The LS PLC includes study of topics related to teaching and learning; the PLC requires classroom implementation of strategies studied and ideas gained and reporting back to PLC members about results seen when the strategies were implemented. In this way, data is a central part of the PLC process. The LS PLC focuses on topics directly related to student achievement and analyzes data to identify needs and assess progress. A subgroup of the LS PLC is the mentor/new teacher pair; all new teachers are provided with mentors who are proficient teachers. The mentor teacher meets regularly with the new teacher and gives the new teacher coaching and feedback on pedagogical, professional, and parent/student matters. In addition, our mentoring program will align closely with state regulation, 5 CSR 20-400.380, regarding mentoring program standards.

LS offers professional development on data responsive instruction, which comprises a key underlying goal of the school’s PLC.

Data-Responsive Practices

At La Salle, multiple types of data are used to monitor and evaluate the curriculum, to plan for sustained student growth, and to assess faculty performance. School-wide and student data include the following as they impact curriculum, student achievement, and faculty performance: retention and attrition data, data regarding the prevalence of special needs, survey results, standardized test score data, summative grades, data on success of graduates in the next level of schooling, prevalence of instructional practices, and attendance rates. LS staff examine data for trends over a period of time and make relevant and appropriate data accessible to stakeholders.

⁴⁶ Lemov, D. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)*. John Wiley & Sons.

⁴⁷ Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap*. John Wiley & Sons.

Continued professional learning is essential in order for La Salle educators to sharpen and make efficient their data-driven decision making. Because school staff have found great benefit in these seminars, LS sends school leaders and educators to “train the trainer” workshops in data-focused areas including Lemov’s Teach Like a Champion techniques. Further, La Salle plans to continue to send school leaders to Building Excellent Schools’ (BES) Weekend Warriors immersion trips. Numerous interviews, observations, and “work time” with school leaders from effective “no excuses” charter schools throughout the country proved to be an asset to the school principal during his BES professional learning during the 2012-13 and 2013-14 school years. As a result of this PD experience, the school implemented the data-centered practice of expanding the organization of student data via Google Docs, creating data-driven intervention checklists for students who seem to be “stuck” with their learning, integrating summative assessment data into biweekly teacher meetings, and building in differentiated reteaching techniques to reach students who do not learn the material the first time through. In addition, the school will continue to participate in the St. Louis-area Schools That Can (STC) quarterly professional learning meetings. These meetings with area school leaders provide valuable professional fellowship and best practice sharing. For example, the La Salle principal and assistant principal asked a peer school leader in the STC Network from KIPP Inspire to arrange a discussion on best practices in using data to inform instruction. The LS school leaders then shared the practices with LS teaching staff. To further stress the importance of data, teacher evaluation and a portion of teacher compensation are tied to Value Added Student Growth Measures (VAM). This practice is called “performance-based compensation.” Finally, the school is currently seeking internal and/or external professional learning on interpreting and analyzing MAP score data in order to improve outcomes.

LS staff anticipates converting its interim assessments from the NWEA MAP to those offered by the Smarter Balanced Assessment Consortium (SBAC) once they become available. The data provided by SBAC formative and interim assessments will enhance reteaching and curriculum design in accordance with student performance at the individual and group levels.

A.3 Assessment

Appendix A.2a, page A.1 describes in greater detail the assessments, their purpose, their administration points throughout the year, and student results as seen at De La Salle Middle School, La Salle’s prior incarnation. Assessment serves as a way to gauge the effectiveness of La Salle’s progress in transforming the children and community through innovative education. Assessment gives key data points to La Salle’s educators, leadership, and community as the school works to ensure mission fulfillment.

Overview

La Salle educators consider the primary purpose of assessments to provide data to support teachers in improving curriculum, instruction, and student learning. An additional purpose of assessment is to provide a snapshot of students’ academic skills and knowledge for a non-teacher audience including the students themselves, parent/guardians, and school community stakeholders. The data collected through assessments describes both students’ shorter-term skill acquisition and longer term mastery. Assessment information gives school staff data on how students are growing in their understanding of learning-level standards. This data is interpreted after each assessment with the purpose of informing intervention areas for students most in need, modifying curriculum and instruction in order to reteach material where the data indicates re-teaching is needed, and identifying professional growth areas for staff.

As La Salle works to bridge the gap between students’ skill level at entry and the skill level needed for success at the high school level, assessments of academic progress inform the curriculum-planning and instructional design cycle. Multiple assessment data sources, including the NWEA MAP, STAR assessments, MAP tests, and classroom assessments will determine proficiency on an individualized, classroom, and school wide basis for students. LS staff looks forward to being allowed access to SBAC’s assessment tools, and school leadership sees a phasing out of the NWEA MAP interim assessments as SBAC’s interim and formative assessments are adopted.

Teacher-Made Assessments

Faculty gather learning data using a variety of curriculum-based assessments aligned with targeted outcomes and instructional practices to assess student learning, including formative and summative assessments. All assessments are aligned with class/course curriculum goals. Teachers create and use formative and summative assessments regularly in each core subject area (math, science, reading, language arts, and social studies).

Formative Assessment

Formative assessment has been shown to be particularly beneficial in improving the learning of lower-performing students,⁴⁸ and formative assessments (exit slips, checks for understanding, homework) are present in the daily lessons of each class.

LS staff look forward to gaining access to the Smarter Balanced Digital Library in order to select high quality formative assessments in alignment with Missouri Learning Standards. The Digital Library is a collection of teacher developed and professionally commissioned assessment practices that are aligned to the SBAC assessment system.

Students receive feedback from formative assessments on specific aspects of their work that demonstrated proficiency and specific guidance on how to improve aspects of their work that are not yet proficient. Formative assessments take many forms, including checking for understanding using cold calling, homework, classwork, guided practice, class participation, verbal check ins, conferences, etc. Formative assessments give the teacher data on whether the individual lesson is being learned by students on an individual level and on a class-wide level. Teachers use the data to make decisions on pacing—whether to slow down or move on to the next topic—and instructional techniques—whether to try a different technique if the learning has not occurred or to continue with the technique that produced learning.

Formative assessment is the ingredient that moves instruction forward. Formative assessments “have been shown to be highly effective in raising the level of student attainment, increasing equity of student outcomes, and improving students’ ability to learn.”⁴⁹ In this way, formative assessment benefits students in a way that is aligned with La Salle’s mission.

Summative Assessment

Summative assessments benefit students when students and teachers use the assessment results to guide future educational decisions. Summative assessments also take on many forms, including tests, exit slips, performance-based evaluations, projects, quizzes, and essays. Summative assessments’ results are used at the end of a unit, and occasionally at the end of a lesson (quiz) or class (exit slip). Teachers use summative assessment data to determine grades, which should serve the purpose of communicating to the community (student, parent/guardian, teachers and staff) how well each student has developed or mastered a particular skill described in the curriculum guide. Data from summative assessments are examined at the school-wide level, as part of teacher-principal meetings, and at departmental analysis meetings. Gaps in student understanding are identified, and teachers and school leadership make decisions about curriculum, instructional practices, and pacing based on the data. The criteria used to evaluate student work are consistent and transparent, and teachers base summative grades on the degree to which students have achieved curriculum goals. All teachers report on work habits and behavior separately from subject area grades. Criteria for grading are consistently communicated clearly to students and parents at the beginning of the class/course. Rubrics are used to communicate the grading criteria. Progress reports, report cards, and cumulative records/transcripts are consistently accurate, clear, and complete.

⁴⁸ Black, Paul and Dylan William, *Inside the Black Box: Raising Standards through Classroom Assessment*, (2001), <<http://weaeducation.typepad.co.uk/files/blackbox-1.pdf>>.

⁴⁹ Organisation for Economic Co-Operation and Development, *Formative Assessment: Improving Learning in Secondary Classrooms*, (2005), <<http://www.oecd.org/edu/cei/35661078.pdf>>.

Smarter Balanced Assessment Consortium and NWEA

La Salle is planning to convert from the NWEA MAP assessment to the Smarter Balanced Assessment Consortium (SBAC) interim assessment program, once LS is eligible and the product is available. These interim assessments will evaluate the progress of individual students up to three times per year in all grades. We will assess students in language arts, reading, math, and science using the SBAC model, as we do currently with the NWEA-MAP. These assessments provide a norm-referenced data point to help teachers determine what material needs re-teaching and which students may require additional intervention. The SBAC assessments will be aligned with Missouri Learning Standards. Further, these interim assessments will give additional data to monitor grade-level cohorts over time.

STAR Reading

La Salle assesses incoming students on reading comprehension skills using Renaissance Learning's STAR Reading assessment three times per year and additionally as determined by the teacher. In the course of each Reading/Literature class, students take the ten- to fifteen-minute STAR Reading assessment to check their reading comprehension growth. The primary purpose of these tests is to identify a student's Zone of Proximal Development (ZPD) in order to select independent reading texts at the optimal level. Books out of a student's ZPD will either be too challenging or too easy for learning to occur. A secondary purpose of these assessments is to help teachers to make decisions about reading comprehension interventions, conferences on independent reading, and time allotted at home to reading. A third purpose of the STAR Reading assessment is to help families see academic growth in their children.

Although both NWEA and STAR provide data on students' comprehension, La Salle chooses the STAR test, in addition to the NWEA test, for four reasons:

1. The STAR test is aligned with Renaissance Learning's Accelerated Reading (AR) program, which our Literature curriculum integrates into the classroom. STAR data automatically transfers over to the AR program so that the students' grade equivalent, zone of proximal development, and similar data informs independent book selection and daily student-teacher conversations.
2. The STAR test can be taken with no notice and throughout the year, unlike the NWEA test, for which it takes multiple business days to upload class lists.
3. Any staff can administer the STAR test, where the NWEA test requires test administrator training.
4. The STAR test is quick, taking approximately ten minutes to complete, compared to 45 minutes for the NWEA reading test.

Missouri Assessment Program

All students will be required to take the Missouri Assessment Program (MAP) as required by the Department of Elementary and Secondary Education. To prepare for the MAP, LS is adopting Missouri Learning Standards. LS is using sample assessments and sample learning units from the SBAC to identify targets for learning that students will need in order to be on track for progression for learning that will lead to success with the Missouri Assessment Program.

Deep analysis of initial MAP results will lead to refinement of curricular and instructional adjustment and a refinement of school targets. Weekly PLC meeting topics must be tied to student outcomes, and the MAP results will be a guiding factor in evaluating the effectiveness of curriculum and instruction practices.

In addition, the Missouri Assessment Program results tie directly to our school performance goal (below) to meet the MSIP-5 targets of Academic Achievement, Subgroup Achievement, and High School Readiness.

Goal 2: Meet MSIP-5 academic achievement targets below:

Indicator	2015	2016	2017	2018
Academic Achievement		Approaching	On Track	On Track

Subgroup Achievement		Approaching	On Track	On Track
High School Readiness		Approaching	On Track	On Track
Attendance		Approaching	On Track	On Track
Overall APR				At least 70%

Intervention

In conjunction with La Salle's special education program (section A6), La Salle ensures to meet the learning needs of all students by utilizing a variety of strategies. Through the use of Response to Intervention (RTI), teachers are able to identify struggling students and implement individualized strategies to assist each student to be successful. School staff will implement interventions including but not limited to tutoring, scaffolded instruction, parent/guardian planning meetings, reassignment of recess/enrichment time, additional instructional time, explicit instruction on school skills such as homework completion and organization. Data collected through universal screening and progress monitoring is consistently used to identify students needing early intervention and to track their response to intervention. Students can also be recommended to the CARE (Consultation, Assessment, Referral, Education) team which meets regularly to discuss the unique learning needs of each student needing intervention, and manages the checklist of interventions. Additionally weekly small group advisory meetings focus on school skills and study habits to assist with interventions in this area.

For a student who has more significant learning needs as determined by qualification for an Individualized Education Plan (IEP), La Salle ensures that prescribed modifications and accommodations are implemented. As well, La Salle aims for the cognitive level of the course/class curriculum to be consistently adjusted for students with disabilities to enable them to learn concepts and skills at their maximum learning potential. (See section A6 for the identification and qualification process.)

If a student does not respond to the interventions as demonstrated by lack of evidence of learning, usually determined by two quarters on "Retention Possibility Alert" (RPA), she or he will be retained. Students are placed on RPA when he or she holds a grade point average below 1.7 for a quarter or earns two or more grades of D- or F in a quarter. Before retention, several interventions will be taken, including monthly core teacher intervention meetings with the student and family, one or more weekly afternoon mandatory intervention periods with focused assistance on assignments, removal from school sports teams until RPA ends, lunch time check ins with core teachers, regular meetings with the counselor, and morning study sessions.

Grading

La Salle teachers grade to give feedback to students and their parent/guardians, to document progress in their teaching and in their students, and to guide instructional decisions. A grade is an indicator of what a student knows and can do. Research-based practices espoused by Reeves,⁵⁰ Wormeli,⁵¹ Marzano,⁵² and Guskey⁵³ guide La Salle grading practices via regular discussion of titles and planned professional development in this area.

La Salle gives parents and students a written progress report or report card eight times per year. This written document shows a letter grade for each subject area as well as a mark of "unsatisfactory" or "satisfactory" for key "school skills" such as homework completion, effort, and behavior. Narrative, page long report cards that describe students' goals, progress, and specific feedback from a single teacher are mailed home twice per year.

A number of teachers have begun developing standards-based grading in their classrooms. Research by Guskey,⁵⁴ Marzano,⁵⁵ and others indicate that standards-based grading lead to greater teacher, student, and parent

⁵⁰ Reeves, D. (2011). *Elements of grading*. Bloomington, IN: *Solution Tree*.

⁵¹ Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom*. Stenhouse Publishers.

⁵² Marzano, R. J. (2006). *Classroom assessment & grading that work*. ASCD.

⁵³ Guskey, T. R., & Bailey, J. M. (Eds.). (2009). *Developing standards-based report cards*. SAGE.

⁵⁴ Ibid.

⁵⁵ Marzano, Robert J., *Transforming Classroom Grading*, (2000).

understanding of exactly where a student is for each skill in the curriculum, greater opportunity to reteach in an efficient and effective manner, and improved student improved student outcomes. La Salle will convert fully to standards-based grading (SBG) by 2017-18, as outlined in its standards-based grading conversion plan, available upon request.

Promotion and Retention

Promotion to the next grade and graduation are dependent on students' demonstration of learning of grade and learning-level objectives as evidenced through teacher-created assessments. In particular, promotion and retention will be based on teacher-created summative assessments—measures of academic achievement at the end of a defined instructional period, often at the end of a unit. A student who earns two failing grades (D- or F) in a core subject area (math, reading, language arts, science, and social studies) or who receives a grade point average lower than 1.7 for two semesters will be retained. A student who earns two failing grades in a core subject area or who receives a grade point average lower than 1.7 for one semester and whose standardized test scores demonstrate proficiency more than two years below grade level may be retained. A student who receives three failing grades or who earns a grade point average lower than 1.3 during the second semester will be retained, even if the first semester showed acceptable evidence of learning. Discrepancies between scores on teacher-created assessments and scores on nationally normed assessments will be monitored and scrutinized carefully. In some cases, discrepancies can indicate that a teacher-created assessment needs improvement.

The retention practice at De La Salle has found mixed results. In four cases, the retained student uses the additional year to improve high school readiness by the time middle school graduation occurs; among eligible students in this category, 100% have graduated high school. In approximately four cases, the retained student's guardian withdrew the student from the school due to the family's disagreement with the retention.

Each semester will be followed with a multiday credit recovery program where students at risk of retention will receive a final opportunity to demonstrate evidence of learning. Students placed at risk of retention in the first semester will attend credit recovery in place of three elective afternoon classes per week during the second semester. Students placed at risk of retention during the second semester will attend credit recovery for five hours per week in place of certain classes during the DESE-recognized "summer school" program described in section A.4.

Students enrolled in a special education program must meet the course of study and graduation requirements designed in partnership with the special education department. Students placed in special education may receive promotion to the next grade level without meeting all promotion criteria outlined above. However, the school will make a note of the modified course of study and curriculum on the student's transcript.

A.4 School Calendar* and Daily Schedule

La Salle creates an environment for maximized academic growth by providing extended time in school, in terms of hours per day and days per year. Students' school day runs from 8 to 5:15 with "early" 4 pm release times on Thursdays and Fridays. Students' school years will consist of 174 days and 18 days of optional summer school. Several studies have shown the benefits of extended learning time, particularly for students from low-income backgrounds.⁵⁶ An extended summer vacation has been shown to have the most detrimental effect on students from

⁵⁶ ECONorthwest / The Chalkboard Project, *Extended Learning Time in K-12 Schools*, (2008), <<http://chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf>>; Farbman, David, *The Case for Improving and Expanding Time in School: A Review of Key Research and Practice*, <http://www.timeandlearning.org/files/CaseforMoreTime_1.pdf> Patall, Erika A. et al., *Extending the School Day or School Year, A Systematic Review of Research (1985–2009)*, (2010), <<http://rer.sagepub.com/content/80/3/401.abstract>>, (citing research on the benefits of extended learning time).

low-income backgrounds.⁵⁷ Further, the after-school hours between 2 and 5 pm are a daily time period “of unusual ‘risk and opportunity’... particularly [for] low- and moderate-income children.”⁵⁸

*See Appendix A.4, page A.19 for the 2015-16 La Salle Middle School Calendar showing 174 school days and 18 days of optional summer school to total 192 days.

Daily Schedule

The school defines the academic day as running from 7:40 am to 4:15 pm, including morning assembly, passing periods, lunch/recess, and afternoon remediation classes. A whole-school daily assembly will take place each day from 7:40 to 7:57, with certified teachers present to coordinate the assembly’s focus on character, academic achievement, and school skills. The core academic day runs from 8 am to 3:12 pm; this time frame is considered the school day for ADA purposes. From 3:15 to 4:12, the school will provide remedial help in math and English language arts for students who meet multiple criteria (such as receiving a “Below Basic” score on the Missouri state assessment) for assistance. Students who do not qualify for remedial help will take enrichment classes at that time.

		4th grade level curric.	5th grade level curric.	6th grade level curric.	6th-7th grade level curric. hybrid	7th -8th grade level curric. hybrid	8th grade level curric.
	7:40-7:57	School-wide Assembly					
	8:00-8:10	Morning self-contained fourth grade classes	Advisory/Homeroom	Advisory/Homeroom	Advisory/Homeroom	Advisory/Homeroom	Advisory/Homeroom
P1	8:10-9:07		Math	Reading	Language Arts	Science	Social Studies
P2	9:10-10:07		Reading	Language Arts	Science	Social Studies	Math
	10:10-11:07		Accelerated Math/Study hall	Accelerated Math/Study hall	Accelerated Math/Study hall	Accelerated Math/Study hall	Accelerated Math/Study hall
P3	11:10-12:07	Lunch and Recess	Language Arts	Science	Social Studies	Math	Reading
L/R	12:10-12:28	PE	Boys Recess-Girls Lunch	Boys Recess-Girls Lunch	Boys Recess-Girls Lunch	Boys Recess-Girls Lunch	Boys Recess-Girls Lunch
L/R	12:28-12:47	Accelerated Math	Girls Recess-Boys Lunch	Girls Recess-Boys Lunch	Girls Recess-Boys Lunch	Girls Recess-Boys Lunch	Girls Recess-Boys Lunch
DEAR	12:50-1:12	Drop Everything And Read (DEAR)	DEAR	DEAR	DEAR	DEAR	DEAR
P4	1:15-	PM 4 th	Science	Social Studies	Math	Reading	Language Arts

⁵⁷ Alexander, Karl L. et al., *Lasting Consequences of the Summer Learning Gap*, (2007), <<http://asr.sagepub.com/content/72/2/167.short>>.

⁵⁸ Halpern, Robert, *A Different Kind of Child Development Institution: The History of After-School Programs for Low-Income Children*, (2002), <<http://www.tcrecord.org/Content.asp?ContentId=10823>>.

	2:12	grade classes					
P5	2:15-3:12		Social Studies	Math	Reading	Language Arts	Science
Ren 1	3:15-4:12	<p>Renaissance includes Remediation courses provided by certificated teachers for qualifying students And enrichment (PE, Spanish, Technology, Music, Art, etc.) Renaissance takes place from 3:15 to 4, Thursday, Friday. 4 pm dismissal those days.</p>					
		<p>Teacher Professional Learning Community (PLC) meets weekly from 4 to 5:15 on Thursday afternoons.</p>					

A.5 Target Population

At the opening of the Charter school, all students from the former De La Salle Middle School who wish to attend the Charter school must participate in the lottery as required by law.

La Salle will open in the 2015-16 school year with 90 students in 5th through 8th grades. For the 2016-17 school year La Salle will add new fifth graders and fill open seats in later grades caused by attrition. In 2017-2018 La Salle will add a fourth grade and fill open seats in later grades, and in the remaining two years of the charter term, La Salle will add new fourth graders and fill open seats in later grades caused by attrition. La Salle anticipates a 15% attrition rate per year, based on historical data (17% in 2013) and based on peer schools' data (KIPP's average annual attrition is 15%⁵⁹) and due to a mobile student population that may move to the county or out of state. Students who are enrolling in the school at a grade level higher than the lowest grade level will receive an assessment of their skill level. This assessment will determine both grade level and learning group level. Learning groups will be capped at 18 students per core learning group and the school capacity will be capped according to the building's chosen maximum capacity, as determined by the chart below. The school is prepared to adjust the class size if necessary, once the school moves to a dedicated new space.

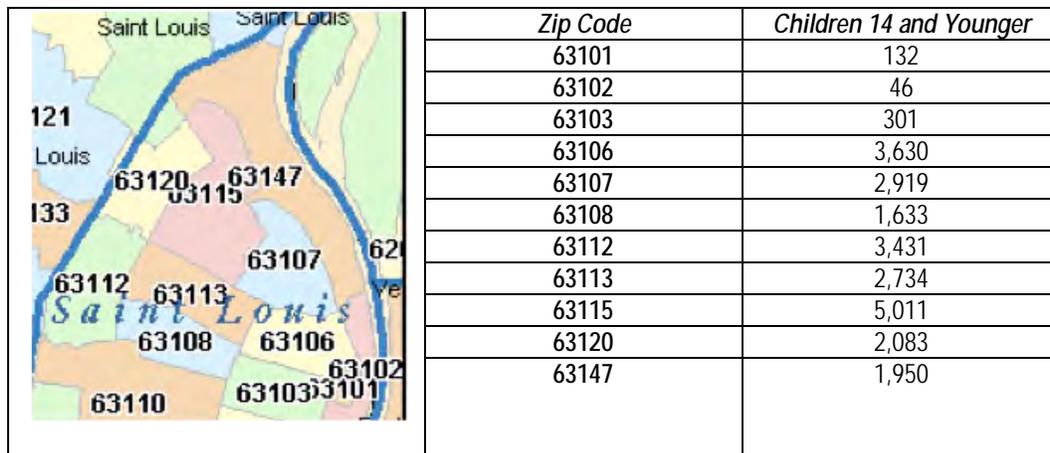
Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
No. of students	75	90	120	120	120	120
Grades served	5-8	5-8	5-8	4-8	4-8	4-8
No. of learning groups	5	6	7	8	8	8
Students per learning group	15	15	15	15	15	15
Approximate no. of students per grade	19	23	24	24	24	24
Notes	Private school; annex for add'l classroom	Charter school; two annexes for add'l	Charter school; two annexes for	Charter middle school;	Charter middle school; dedicated new	Charter middle school; dedicated new space

⁵⁹ Based on an interview with Jeremy Esposito, KIPP: Inspire school leader.

		classrooms	add'l classrooms	dedicated new space	space	
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The enrollment projection shown in the chart is based on La Salle's enrollment history as a private school. Enrollment has increased each year over the last five years. An increase in active recruitment through the 2013 addition of a part time recruiting staff member will offset student attrition as La Salle converts to a charter school and will support the school as it continues to grow. LS plans to build on its word-of-mouth and grass roots recruiting practices to convince families of the value of starting their child in the fourth grade. A smaller fourth grade class is anticipated.

As a charter school serving students in north St. Louis city, La Salle will give admissions preference to students residing in the following zip codes: 63101-03, 63106, 63107, 63108, 63112, 63113, 63115, 63120 and 63147. According to a 2009 report published by the National Association of Charter School Authorizers,⁶⁰ 7 of the 9 zip codes listed above are in the top ten list of zip codes most in need of better performing schools. The chart below, based on recent census data, indicates that several of these zip codes in North St. Louis have a relatively large number of children living in the area.⁶¹



Students who are residents of St. Louis City who have siblings already enrolled in La Salle will be accepted automatically

La Salle Middle School anticipates serving a population comprised of students with similar characteristics to its current and past student populations:

- At least 85% of students will qualify for free or reduced price meals
- At least 80% of incoming students will test below grade level in math
- At least 80% of incoming students will test below grade level in reading

Over the last two years, over 80% of La Salle students have tested below level in reading and over 80% have tested below grade level in math. Over the last five years, over 85% of La Salle students have qualified for free or reduced meals.

The school's mission, instruction, curriculum, and services align with the educational needs of a population of students from low-income backgrounds and who enter the school one or more grades below level in core academic

⁶⁰ National Association of Charter School Authorizers (NACSA) and IFF, *Public School in St. Louis: Place, Performance, and Promise*, (2009), <<http://www.iff.org/resources/content/3/4/documents/STL-Place-Performance-Promise.pdf>>.

⁶¹ 2007-2011 Five Year American Community Survey Estimates, U.S. Census Bureau, Tables B01001 and DP03, email received February 10, 2014 from St. Louis mayor's office.

subjects. Extended learning time—over 1760 hours per year—enables students below grade level to close the achievement gap. In addition, the focus on academic core subjects meets the educational needs of a population of students from low-income backgrounds; a double emphasis on literacy skill development by teaching both reading and language arts daily and an individualized math class that supplements the daily core math class reflect this focus on core subjects. Also, code-switching and a culture of literacy are promoted to meet the needs of our target population of students: weekly book talks, investments in high interest texts, and other techniques are used to promote literacy across the curriculum. Further, LS meets the needs of its target population by establishing personalized, individualized relationships with each child and family in a way that amplifies student learning opportunities. Small class sizes, narrative report cards, home visits, frequent parent communication, and an engaged counselor are ways that LS establishes personalized relationships with each child. Next, dynamic multiage learning groups optimize the learning for each student, and this system serves the needs of the wide range of academic skills LS's target population of students displays upon entry. In addition, LS teachers' professional learning communities focus on research-based best practices, including those promoted by Doug Lemov and Paul Bambrick-Santoyo, that challenge and meet the needs of early adolescents from low-income backgrounds. High academic expectations, aligned with Missouri Learning Standards, also meet the needs of the target population of LS. Additionally, a focus on empowering students to identify and grow elements of their emotional intelligence assists students who may struggle with behavior choices. Finally, a focus on high school, postsecondary, and postgraduate success, including goal setting, annual college exposure trips, partnerships with college groups, a weekly "high school prep" course, and career-oriented workshops and demonstrations, meet the needs of La Salle's target population, which consists of a high relative percentage of first generation college students.⁶²

A.6 Special Student Populations

La Salle is committed to providing a free and appropriate public education (FAPE) to all students. Thus, we will accommodate the unique learning needs of all students including any student requiring an Individualized Education Program (IEP), Gifted and Talented services, an accommodation plan (504 Plan) who is qualified pursuant to Section 504 of the Rehabilitation Act of 1973, and/or who has Limited English Proficiency (LEP), according Missouri state law. Accommodations and modifications will occur in the least restrictive environment (LRE) and to the extent possible students will be educated in the general education setting. We will provide quality education to homeless students, as well, in compliance with the McKinney Vento Act.

La Salle will hire a qualified, industry-respected partner to direct La Salle's special education program. Miriam Learning Center provides specialized services for students with learning disabilities at De La Salle Middle School during the 2014-15 school year, and La Salle Charter School will hire Miriam or a similar agency when it opens.

De La Salle's six-year partnership with a part-time professional learning consultant (who specializes in assessment and modifications for students with special learning needs) has strengthened the school's ability to offer universal support to teachers, to implement scaffold instruction, to utilize a variety of assessment methods based on students' unique learning needs, and to design curriculum in a way prescribed by an IEP. Currently the teaching staff meets at least bi-monthly to discuss students of concern, strategies, and progress of students. To ensure a smooth transition to providing services within the LRE, La Salle created a special education department that includes the Principal, Miriam Learning Center, and a Special Education teacher. Members of this group have met with a special education compliance specialist for the Missouri Charter Public Schools Association, attended charter school special education workshops, and Missouri Assessment Program – Alternative (MAP-A) training. Training is also planned for MAP training. There have also been extensive conversations with the local public school district special education department. These conversations will continue to occur as well as conversations with the compliance specialist. Teaching staff have started being trained in special education laws and procedures. They will be attending

⁶² St. Louis Graduates, <<http://www.stlouisgraduates.org/community/about-region>>, ("As of 2010, 37.8 % of [St. Louis-area] adults 25-and-older have a postsecondary degree....However, African American degree attainment has not kept pace with the population overall, and disparities exist within the St. Louis region, with lesser degree attainment in North St. Louis City...").

conferences and workshops to ensure they are equipped with the necessary tools to meet the needs of all students. Special education procedures are written or being written according to Missouri Department of Elementary and Secondary Education (DESE) Division of Special Education's Special Education Compliance Program Review Standards and Indicators. Staff will be practicing all procedures.

Creating and maintain a productive and positive school culture is important to La Salle. Wanting to safeguard this culture, La Salle has created an open dialogue with parents, students, and staff concerning the transition to LRE. Honest conversations are being had about what the transition looks like, expectations for all parties, and questions/concerns are welcome and encouraged. La Salle will set an expectation of acceptance and excellence that will be modeled, taught, and reinforced by staff.

La Salle will comply with all state and federal laws pertaining to students with disabilities. Thus, we will develop an Individual Education Plan for each student with a disability who is entitled to special education services pursuant to the Individuals with Disability Act (IDEA), as amended, and/or an accommodation plan (504 Plan) for students who are qualified. Students arriving at La Salle with an IEP will receive all services specified in that IEP. As soon as possible and no longer than 30 days of the student's start date, La Salle will schedule an IEP meeting with the student's parent/guardian(s) in order to review the student's prior IEP and determine if a new IEP should be written.

When staff members feel that a student may have a disability, but the student does not yet have an IEP, they will pass on their initial observations to the CARE Team (Consultation, Assessment, Referral, Education). The CARE Team will be chaired by staff from Miriam Learning Center and will consist of the school principal and/or assistant principal, the counselor, and two or more teachers at least one of whom being a special education teacher. This composition will enable the team to approach student challenges from a variety of perspectives. West County Psychological Services⁶³ or a similar agency provides introductory and ongoing CARE Team training for each team member.⁶⁴ The CARE Team will assist teachers in planning and implementing strategies that are appropriate for that child. Further, the CARE team will monitor student work and assessment results during the interventions. In subsequent meetings, the CARE Team will determine whether the student should be evaluated for a learning difference. If it is determined that further evaluation is necessary, the parent/guardian(s) will be notified and a review of existing data (RED) will be scheduled. The below listed procedure for a parent/guardian will be followed, starting at the RED meeting section.

Parent/guardians may request an evaluation for a learning difference, as well. Within five days of request, the parent/guardian(s) will be provided with a copy of the Procedural Safeguards. As soon as possible and no longer than 30 days after the request is received, the CARE Team will determine if there is reason to suspect a disability. If there is reason to suspect a disability, a RED meeting will be held with the IEP team [parent/guardian(s), student, Miriam Learning Center staff, Special Education Teacher, General Education Teacher, Principal and/or Assistant Principal, Local Education Agency (LEA), and other relevant persons (therapist, nurse, counselor, etc.). Parent/guardian(s) will be provided a Notice of Action (NOA) and sign consent for evaluation if it is determined that it is needed to gather more information. During this meeting, the identification of assessments needing completion will also be discussed.

As soon as possible and no longer than 60 days after the request is received, La Salle will arrange for completion of determined assessments and will hold an eligibility meeting with the IEP team to discuss the results and determine if the child has a disability, as defined by IDEA. If it is determined that the student is not eligible, the parent/guardian(s)

⁶³ West County Psychological Associates, <<http://www.wcpastl.com/>>.

⁶⁴ West County Psychological Associates, <<http://www.wcpastl.com/#!/services/vstc6=page-2/vstc4=schools>>, ("Care Teams are one of the most effective methods for responding to schools' needs. A Care Team is a group composed of diverse school professionals. When an at-risk student is referred to the Care Team, team members gather information about the situation, plan and implement appropriate interventions, and continue monitoring the circumstances, if necessary. The WCPA consultant first trains the team members, then functions as a leader and professional resource for the group.").

will be provided a NOA-Ineligible. If it is determined that the child is eligible, an IEP meeting will be held and La Salle will develop an IEP for the student. Parent/guardian will be given notice of meeting 10 days prior. In the meeting, the child's unique educational needs will be discussed, the IEP will be written, and IEP implementation steps will begin.

Parents will receive a copy of the IEP within seven days of the IEP meeting. In addition to standard parent-teacher communication (emails, newsletters, conferences, etc), parents of students on an IEP will also receive a progress report on student's goals four times during the academic school year. Parents will also be encouraged to talk with teachers about concerns and ways to assist the student at home as frequently as needed. The IEP team will review the IEP at least annually to determine whether the IEP's goals are being met. At least once every three years, all students with IEPs will be reevaluated. This reevaluation may include a reassessment.

La Salle Middle school estimates that 25% of its population will qualify for Special Education Services. This projection is based partly on data from comparison North City schools, Jamaa Learning Center and Better Learning Communities, each of which have 33% of their student population receiving special education services.⁶⁵ The projection is also based on La Salle's twelve-year history as a private school, during which time the population of students receiving a special needs diagnosis from a public school district, physician, private practice psychologist, etc. has consistently fallen in the 15-20% range. This number is consistent with the average among St. Louis charter schools.⁶⁶ As a result, one special education teacher is currently on staff, and additional teachers will be hired as the student population expands. The special education teacher(s) will be responsible for writing IEPs, implementing and data taking on instructional goals, and assisting general education teachers with meeting the needs of the students on an IEP.

To implement and track non-instructional goal progress, La Salle plans to partner with Miriam Learning Center or a similar organization for occupational therapy, speech therapy, and other difficult-to-find services. The school may seek to work with Miriam Learning Center for diagnostic assessment services, as well. La Salle will continually monitor the number of students on an IEP, minutes of therapy required, and ease of therapy implementation to determine if there is a need to hire therapist(s).

Miriam Learning Center or a similar vendor will be responsible coordinating all special education procedures and services from the initial steps of the referral process through the transition of the end of services being implemented by La Salle. The end of services can be due to transition out of the school or a student no longer being eligible for services based on RED and/or evaluation. He/she will be responsible for ensuring all students are receiving the determined number of special education and therapy minutes per their IEP. Lastly Miriam Learning Center or a similar vendor is responsible for maintaining contact and relationships with the local school district, compliance specialists, and any outside service providers.

La Salle is currently eligible for Title 1 services and foresees continued eligibility based upon the poverty rate evidenced by the number of students who would qualify for free/reduced lunch. The special education teacher and principal or assistant principal will coordinate Title 1 services for reading and math including determining eligible students, creating schedules, and monitoring progress. The special education teacher will meet with the Title 1 teacher to discuss progress and supports needed in the general education classroom. The special education teacher will then disseminate the pertinent information to classroom teachers. The current Title 1 teacher would continue to implement services with an additional teacher being recruited if the need increases.

La Salle will be well positioned to serve the needs of students who may be considered special needs. La Salle's teaching staff has history and experience working with students from low-income backgrounds who may show behaviors leading to over-diagnosis of needing special education services, including disruptive or hurtful behaviors. La Salle's assistant principal and school counselor focus on giving teachers a system of supports and training as they

⁶⁵ Based on an interview with Jodi Woessner, Vice President, Belle Children's Services of St. Louis Arc.

⁶⁶ Woessner interview.

work to manage discipline effectively. Further, the school wide BIST behavior management system is a key part of each staff members' enculturation, and this is an advantage for La Salle when working with students who might be perceived as needing special education services. As a result of this experience, La Salle will be less likely to over-diagnose students as needing special services, thus using the services efficiently and effectively.

La Salle 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 on the North City population of students, it is assumed that less than 5% of students will be English Language Learners. La Salle will be prepared to accommodate English Language Learners in the most effective way possible.

The school 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 the WIDA ACCESS Placement Test or 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 to 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.

La Salle Charter School 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. La Salle Charter School will contact the Missouri Migrant Education Program to provide training to our teachers and administrators. La Salle Charter School 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 La Salle will be placed back into the program for reinforcement, closer support opportunities and English language instruction.

La Salle will provide quality education to homeless students, in compliance with the McKinney Vento Act. La Salle will have a board-approved homeless liaison, and this person will be registered with the Department through Core Data during the August Cycle. The director of operations will coordinate Core Data and the submission of data to the Department. The school counselor will serve as the homeless liaison. The school's 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 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. La Salle'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 La Salle. A homeless student is one who lacks a fixed, regular, and adequate nighttime residence,

Per the McKinney-Vento Act, La Salle 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 La Salle's homeless liaison to ensure that documentation is gathered and submitted in a timely manner. La Salle will must use local money to pay for the additional cost of transporting homeless students, per the federal mandate. In addition, homeless students at La Salle, as at all schools, automatically will qualify for free and reduced lunch. Students do not need to provide a Social Security Number to qualify. La Salle's homeless liaison will complete the necessary form. If a student 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.

A.7 School-Specific Goals and Objectives

Academic outcomes from the private De La Salle Middle School indicate the effectiveness of the school program and gives an indication that our school goals are reasonable and achievable. A summary of the historic outcomes is described in greater depth in Appendix A.2a, page A.1.

Success of La Salle's Middle School Academic Program will be determined by evaluating the effectiveness of the objectives below using the corresponding performance measures. These outcomes are reviewed and evaluated to ensure goals for the program are being met or exceeded and that changes to the program model occur in order to maximize student benefits.

La Salle's goals align with the school's philosophy of education and vision by setting high goals whose attainment will help bridge the gap between at-risk students' skill and knowledge set upon entry and the skill and knowledge set necessary for success in high school and postsecondary education such as college, trade school, or apprenticeship. LS has set goals for academic achievement and attendance.

The school community envisions that by 2019-20 La Salle will be the premier middle school serving North St. Louis City's youth. In addition, teachers and school leaders from the St. Louis area and beyond will visit LS to learn best practices in education and will expand their own impact.

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 four years of the charter, La Salle shall:

Goal 1: Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.

Goal 2: Meet MSIP-5 academic achievement targets below:

Indicator	2015	2016	2017	2018
Academic Achievement		Approaching	On Track	On Track
Subgroup Achievement		Approaching	On Track	On Track
High School Readiness		Approaching	On Track	On Track
Attendance		Approaching	On Track	On Track
Overall APR				At least 70%

The school's performance contract with its sponsor is available in the appendix. Please refer to this contract to learn about renewal criteria.

A.8 School Climate and Discipline

The goal for school climate and discipline at La Salle is to care for the whole person through a cultivation of meaningful and equitable relationships.

Philosophy

The philosophy behind discipline at La Salle is rooted in a balance of grace and accountability. We acknowledge that students in our community must be free to make choices, and within those choices accept the consequences. To implement this philosophy, La Salle has adopted the BIST (Behavior Intervention Support Team) model of behavior modification.⁶⁷ Through BIST, students learn proper behavior through logical consequences for their choices, rather than vengeful, anger-induced punishments. BIST puts the responsibility and accountability of choice on the student. Students 'get in trouble' at school because they either don't know any better, test limits, or they cannot manage their emotions. The BIST program seeks to help teachers, administrators, parents, and students learn techniques to affect positive change and create a healthy learning environment for all. At La Salle, there are two school-wide rules to follow: to never disturb learning and to never be hurtful. Through our discipline program, the students learn three important emotional life skills:

1. a student can be productive and follow directions even if they have strong emotions;
2. a student can be productive and follow directions even if others are not okay, and
3. a student can be productive and follow directions even if he or she does not want to.

La Salle applies BIST in order to turn punishment into learning through teachable moments. The BIST system utilizes five major elements: a redirect, a safe seat, a buddy room, processing, and recovery. This multistep intervention system calls for the student and the teacher to "process" the incident, identifying the action and the emotions involved and developing a plan to prevent the behavior from happening in the future. Behind the BIST process is a goal to promote an atmosphere of "recovering" one's ability to overcome emotional challenges and re-enter the learning environment.

Teachers approach behavior management from a protective, rather than punitive standpoint. Under no circumstances should the teacher raise her voice to the child or use sarcasm toward the child. Teachers are to

⁶⁷ Ozanam, *Behavior Intervention Support Team*, <<http://www.bist.org/about-us/evidence-based-outcomes>>.

manage their own emotions when challenged. In addition to the BIST system, La Salle teachers use traditional, non-confrontational, classroom management methods such as proximity, eye contact, and engaging lessons.

When disciplining students with Individualized Education Plans, La Salle staff will conduct, as required, a manifestation determination process.

Uniform Policy

Along with being held accountable for their behavior, La Salle students are held accountable for their appearance as representatives of the school according to the uniform policy described in the school handbook.

Handbook

The policies and student expectations are outlined in the handbook, which each family receives. A parent/guardian of each student must sign a form indicating they have received the handbook and that they understand the policies therein.

Suspensions and Expulsions

Students will be suspended or expelled following a due process. Discipline issues with students with an IEP or disability will be handled in most appropriate method as it relates to the IEP. The school will provide services as required when a child with an IEP has been suspended more than ten days in a school year.

As positive models of behavior and climate, the faculty will maintain good order and discipline at all times: in the classroom, on school grounds, and at all school events.

La Salle will develop a code of conduct that outlines offenses for which a student may be suspended or expelled. La Salle will be mindful of disproportionate numbers of suspensions of students of color in the United States and will weigh ideas such as Los Angeles policy to avoid suspension for willful defiance as possible elements of the code of conduct.

Counseling

To further support the whole child, La Salle employs a part-time counselor throughout the week. The role of the counselor is to assist with the mental and emotional health of the students and help the community with behavioral challenges. This is accomplished through meeting with students individually or in small groups, leading a guidance class, and meeting with staff members, parents, and students throughout the week. If there is a student need, the part-time counselor is able to be reached each day by phone or email. Student needs are also addressed by the faculty and administration. Other elements of La Salle's school program that effectively enhance the school climate are home visits to each incoming student, teachers greeting the students before entering the building and the classroom, which provides an opportunity for the educators to set a positive, cordial tone for the day and class, but to also become aware of any students who seem upset and not ready for learning. Allowing for this triage time is an opportunity to work with a student before he or she disturbs the educational time for the other students. Also, each morning and afternoon there are school-wide assemblies as well as a weekly "Discovery" class on Monday mornings in which small groups of students and faculty meet to explore topics concerning college, resume writing, diversity and goal setting.

Star Events

La Salle values the cultivation of meaningful and equitable relationships in our mission of transformation for the community in order to foster a positive school climate. We strongly encourage community involvement, through activities such as a Back to School BBQ, bi-quarterly parent conferences, athletics, academic events, socials, graduation, and dances. During monthly school-wide celebrations, known as Star events, the school community and guests come together over a meal to commend the accomplishments of the students, and to highlight the achievements of one student voted on by the student body to be Star of the Month. This student is chosen because

he or she demonstrated academic achievement, service to others, social and relationship development, responsibility and an understanding of the value of what it means to be part of a family.

Community

In addition, the PTA (Parents + Teachers= Accountability) at La Salle is an integral and vital aspect of the mission. The PTA supports and speaks on behalf of the children in the school, provides parent education, and brings closer the relationship between home and school, promoting parental/guardian volunteerism and involvement. Working with the faculty and staff, the PTA leads many community enrichment activities, such as the annual school wide spelling bee on academic vocabulary words, the all school dance, the annual sportsmanship and team sports banquet , the Curbside Café which promotes reading in the neighborhood through a donut breakfast and book giveaway for commuters and neighbors, incentive field trips for students, and parent-staff socials. In addition, parents comprise the majority of the school's Enrollment and Recruitment Committee. To build community and enhance organizational effectiveness, the PTA strives to strengthen the relationship between home and the school in order for all parties to collaborate toward the educational transformation of the students and the community.

Additionally, the school communicates with parents directly through emails, newsletters, and automated voice messages. Through the website parents may refer to the school calendar and event postings. Also, parents may access student academic performance data (grades, homework completion, comments from teachers, assignments) through the online parent portal of our School Information System. If parents do not have internet or computer access, the school will provide the necessary technology and access at school.

In pursuance of further support for student learning through communication with the home, La Salle teachers connect with the parents and students beyond conferences and report cards at each semester break by writing page-long narratives explaining in detail the observations and interactions by the teachers of the student. Teachers acknowledge the achievements and challenges of the student and provide insight and recommendations for the student's further development. We believe that parent-teacher communication is an important factor in a student's education and that through the support of home and school, the learning environment is optimized for the students.

Parents are encouraged to participate in school events. Parent education seminars will offer training on providing a school-supportive environment at home, conflict resolution, interpersonal communication, etc.

La Salle measures satisfaction with school climate through parent, graduate and teacher surveys, retention of students and their families, communication from the PTA, as well as formal and informal conversations with members of the La Salle community.

B. Organizational Plan

B.1 Governing Body

La Salle Charter Schools, Inc. is organized as a Missouri nonprofit corporation incorporated pursuant to the Missouri Nonprofit Corporation Act (R.S. MO §355). The School's Articles of Incorporation are included as Exhibit B.1(a). The initial governing board (the "Board") has adopted a set of corporate by-laws which are included as Exhibit B.1 (b). The by-laws set forth the method of election of officers of the Board, consistent with R.S. MO §355.326. The School is filing a Federal Form 1023 request for tax-exempt status with the U.S. Department of Treasury and awaits a decision on that request. The Board will be accountable to the University of Missouri ("Mizzou"), the school's sponsor, for the success of the school. The terms of the contract between Mizzou and La Salle are attached as Exhibit B.1 (c). Board members will be united by commitment to La Salle's mission to transform the lives of children and the community. They will possess a thorough understanding of the School's charter and a comprehensive plan for overseeing the School's academic performance and financial strength. Board members will recognize that they are decision-making public servants as defined in R.S. MO §105.450 for purposes of the financial disclosure requirements.

La Salle Charter Schools, Inc. is a public governmental body and, as such, its governing board meetings and board committee meetings are subject to the regulations set out in Missouri Revised Statutes §610.010 to 610.030. These include maintaining transparency by giving adequate public notice, permitting recording of meetings, public accessibility, recording of minutes including voting records, making those minutes available to the public, rules regarding electronic meetings will be held on a regular monthly basis with committee meetings being held on an as-needed basis. Board officers will include a Chair, a Secretary and a Treasurer.

The Board will be comprised of representatives of the diverse St. Louis community. These board members will possess a variety of skills, expertise and viewpoints and, as such, will provide an assortment of perspectives to the governance of the School. A representative from the School's institutional sponsor will also attend Board meetings.

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

A Board Handbook will be prepared to educate new board members on the mission of La Salle, its history and structure, and the many unique issues facing the School. New members will also be required to attend an orientation to inform them of current issues. Board members will participate in a yearly retreat for team building and deeper strategizing. Board members will also be expected to attend ongoing board training provided by the Missouri Public Charter Schools Association as well as the Missouri Schools Boards Association and will adopt a set of policies relating to board governance.

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

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

B.2 Governing Board Composition

With experience in school Board service and decades of collective school leadership, the Board of Directors of La Salle will “hit the ground running”. Each of the current and active nineteen Board members who comprise De La Salle’s Board of Directors has submitted his/her candid responses to the lengthy set of questions posed by this application process in anticipation of their candidacy for La Salle’s Board. Their 100% participation is an expression of their 100% commitment to the successful transition and ensuing growth of the organization. De La Salle, Inc. will either be dissolved as a corporation or transitioned to a new mission, but it will not share board members with La Salle Charter Schools, Inc. In order to establish La Salle Charter Schools, Inc., the five board members listed below have been designated as founding directors of La Salle Charter Schools, Inc. They will either resign as directors of De La Salle, Inc. or name their successors for La Salle Charter Schools, Inc. once this application has been approved.

Board member responses to the questionnaire are included in Appendix 1, Board member resumes are included in Appendix B.2a, page B.18, documentation of Board member criminal background checks are included in Appendix B.2b, page B.46, and documentation of Board member family care safety registry checks are included in Appendix B.2c, page B.65.

Demetrius Grooms

Demetrius Grooms combines Saint Louis University undergraduate degrees in Applied Mathematics and Education with a Webster University MBA and fifteen years of professional experience with Edward Jones in bringing his Board service to De La Salle Middle School. Mr. Grooms brings a depth of business background in strategic planning and operations management and a passion for education (he has young children of his own) to the fore in his desire to see the children of St. Louis have expanded opportunities for excellent education.

James Hill

James Hill has lived in the neighborhood that La Salle will serve, and he has further served on the St. Louis Charter School Board of Directors for nine years. Mr. Hill currently serves on the St. Louis Charter School’s Board Finance Committee, assisting in budget drafting and approving the school’s monthly financials. Having mentored a number of De La Salle students throughout the years, Mr. Hill has firsthand knowledge of our mission and experience in the direction in which we are heading. In addition to these formative experiences, Mr. Hill brings years of professional expertise in finance to bear upon La Salle’s growing reach.

Jackie Jones

Jackie Jones has been a member of De La Salle’s Board since 2002 and currently serves on the Board’s Governance Committee. Ms. Jones earned her B.S. in accounting, summa cum laude, from Southwest Missouri State University. A few years later, she earned her law degree from the University of Missouri – Columbia. Ms. Jones also earned her L.L.M. in taxation from Washington University in St. Louis. Ms. Jones has been working in either tax or law since 1993 and currently is Vice President and Corporate Secretary of Patriot Coal.

Justin Lucas

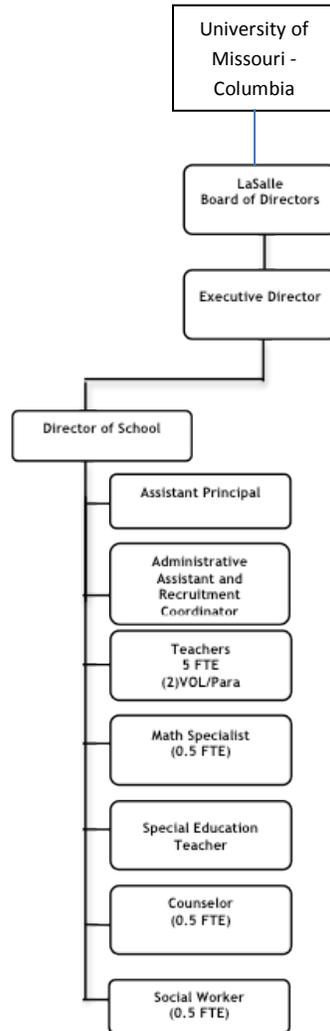
Justin Lucas brings five years of public and private school experience to the Board, having served as a teacher in a public school for at-risk students and as an administrator at CBC High School. Mr. Lucas’ former role as Diversity Director at CBC and his current role as Assistant Principal offer invaluable expertise and rich perspective to the Board. Mr. Lucas is a member of the Missouri Association of Secondary School Principals (MASSP) and the St. Louis Association of Black Administrators (SLABA).

Matt Padberg

Matt Padberg, CFA, brings one year of school Board experience to the La Salle Board. He currently serves on De La Salle Middle School's Board Finance Committee and has been actively involved in the charter school process. Specifically, Mr. Padberg has been responsible for all of the financial modeling and projections. A St. Louis native, Mr. Padberg earned his B.A. from Wake Forest University and his M.B.A. from the Fuqua School of Business at Duke University. He worked in corporate finance for eleven years before transitioning to institutional investment consulting. He is a Managing Director at Cardinal Investment Advisors in Clayton.

B.3 Management and Operation

After having functioned as an independent school since 2001, La Salle will open in 2015-2016 with an Executive Director and Director of School in the top management positions. The other La Salle staff positions are shown in the Organizational Chart below.



Top Management Positions

Job Description: Executive Director

Position Type: Full-time, Salaried

Reporting: The Executive Director reports to the Board of Directors

Job Summary: The Executive Director is the chief administrative officer for the organization. The Executive Director is responsible for the general administration of all instructional, business and other operations and for advising and making recommendations to the Board of Directors with respect to such activities. The Executive Director delegates the day-to-day functioning of the school program to the Director of School.

Board Communication

Objective: To be the chief executive officer of the organization, with the right and responsibility to speak on all matters before the Board, but not to vote.

Essential Functions:

- Inform the Board of Directors informed of the condition of La Salle's educational system; assure effective communication between the Board and the staff of the school.
- Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.
- Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- Develop and recommend to the Board long-range plans consistent with population trends, cultural needs, student and family needs and staff trends.
- Direct the execution of all decisions of the Board.
- Act on own discretion in cases where action is necessary on any matter not covered by Board policy or directive. Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.

Management of Operations

Objective: To be responsible for appropriate management and administration of the organization, according to local, state and federal law.

Essential Functions:

- Ensure adequate and secure records for the school, including a system of financial accounts, business and property records, personnel records, school population and academic records.
- Ensure that the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered. Submit the annual proposed budget and submit it to the Board as early as is necessary to provide an adequate opportunity for the Board's discussion and deliberation.
- See that all funds, physical assets, and other property of La Salle are appropriately safeguarded and administered.
- With the Director of Advancement, responsible for finding innovative ways to increase funding. Along with staff, work with donors, foundations and organizations to increase revenue to support programs and services.
- Ensure that a sound fundraising strategy is in place through such vehicles as a scholarship program, annual appeal program, grants and other appropriate fundraising efforts.
- Be directly responsible for news releases and/or other items of public interest emanating from all La Salle employees that pertain to education matters, policies, procedures, school related incidents or events.
- Establish, maintain and encourage partnerships with community groups interested and supportive of the educational programs of La Salle.
- Provide for the optimum use of the staff of La Salle. Ensure that La Salle is staffed with competent people who are delegated authority commensurate with their responsibilities. Define the duties of all personnel.
- Expect and ensure high standards of performance in educational achievement.

Management of Directors

Objective: To provide leadership and direction to the Director-Level team.

Essential Functions:

- Directly oversee and supervise the work of the Director of Operations, the Director of School, the Director of Advancement and the Director of Graduate Support.
- Hold regular meetings to discuss progress and problems facing La Salle.
- Direct the operations and activities of the Directors; see that they effectively guide and coordinate the operations and activities of the organization's programs; secure their assistance in formulating internal objectives, plans and programs; offer advice, support and coaching.
- Approve the schedules for Directors.
- Be personally responsible for performance evaluations of all Directors

Additional Leadership Expectations

Objective: To provide additional leadership for organization as needed.

Essential Functions:

- Work with other employees and advisors, including auditors, architects, attorneys, consultants and contractors.
- Hold such meetings with teachers and staff as is necessary for the discussion of matters concerning the improvements and welfare of the school and organization.
- Receive all complaints, comments, concerns and criticisms regarding the operation of La Salle from the public, employees of the organization, students and Board members.

Key Characteristics and Attributes

- Commitment to the mission and the organization
- Financially responsible and capable
- Resilient
- Enjoys meeting challenges
- Demonstrates a sense of humor
- Enlists others in the mission
- Skilled organization representative and communicator
- Generates trust and loyalty in others; credible leader
- Holds self personally accountable; has integrity
- Persistent about achieving goals
- Continuing Learner; keeps up with industry trends, competitors and emerging opportunities

De La Salle Middle School's current Executive Director, Corey Quinn, will continue as La Salle's Executive Director. His inspired vision and motivational leadership will drive the new charter school to continue to offer innovative educational opportunities for students. Mr. Quinn possesses all of the personal qualifications needed for a successful and effective Executive Director. Mr. Quinn: relates well with people, is articulate, manages change well, is engaging, is compassionate, recognizes strengths and encourages the maximization of those strengths, is calm under pressure, builds relationships, and works unflinchingly for the good of students. In addition, Mr. Quinn possesses the educational qualifications required: he earned his Master's in Catholic School Leadership from Saint Louis University and is currently a Doctor of Education candidate at Saint Louis University. Mr. Quinn's success as the former school's President for seven years and his work with the current staff, Board, donors, parents and students attests to his managerial qualifications of building community support, overseeing financial integrity and recruiting and retaining highly qualified staff.

Job Description: Director of School

Position Type: Full-time, Salaried

Reporting: The Director of School reports to the Executive Director

Job Summary: The Director of School is responsible for the day-to-day management of all middle school activities, including student discipline, teacher development, parental involvement, recruitment, etc. Additionally, the Director of School is responsible for the instructional administration of the middle school.

Instructional Administration

Objective: To lead the teaching staff in relevant, innovative and up-to-date instruction.

Essential Functions:

- Manage the administration and analysis of school assessments
- Develop and implement curriculum appropriate for the students served which prepares students for success in high school and beyond
- Support academic improvement by regularly analyzing data to meet performance goals; implements data-driven decisions

Disciplinary Responsibility

Objective: To lead teachers, volunteers and staff as it pertains to managing student behavior.

Essential Functions:

- Ensure student safety
- Meet and converse with parents and students regarding discipline and behavior challenges
- Make timely decisions regarding student withdrawal for cause and disciplinary consequences, including probationary contracts
- Respond student issues and concerns
- Ensure that BIST processes are clear to parents, students, teachers and staff.

Teacher Development and Management

Objective: To support each teacher in her/his career and teaching development .

Essential Functions:

- Recruit, hire, mentor and supervise all teachers
- Evaluate each teacher annually
- Develop professional growth plans for each teacher; meet regularly to discuss progress
- Plan research-proven professional development activities that promote a culture of teamwork and growth

General Management

Objective: To implement all policies established by the Employee Handbook, the Parent/Student Handbook and the Board of Directors of the school.

Essential Functions:

- Prepare, supervise and implement the annual middle school budget for instructional and student activities
- Supervise and evaluate middle school office staff
- Oversee student files and general record keeping
- Oversee and manage teacher and student schedules
- Communicate with staff regularly and professionally
- Communicate with parents regularly and professionally
- Provide reports such as discipline, attendance, student performance and success, in a timely manner as requested by the Executive Director or his designate
- Oversee student recruitment and enrollment
- Cultivate community relations and host visitors to the school

De La Salle Middle School's current Director of School, Phil Pusateri, will continue as La Salle's Director of School. Mr. Pusateri has served as De La Salle Middle School's Director of school for eight years. He is a dedicated educator and possesses the qualifications necessary to lead the innovative educational model of La Salle. As the Director of School, Mr. Pusateri brings a commitment to giving students the tools they need to be successful in society, while still

honoring student experiences of culture. He is focused on providing an education of excellence, and believes that teachers' professional development directly benefits the students' educational experience. Thus, he encourages and supports further education for an already strongly qualified staff. Mr. Pusateri brings a consistent and focused merging of curriculum development, classroom teaching and holistic education with the pursuit of service and justice. A highly educated educator, Mr. Pusateri holds a Master's in Teaching from Webster University and is currently a Doctor of Education candidate at Saint Louis University.

Teacher and Staff Qualifications

The charter school will open in 2015-2016 with newly hired teachers as well as teachers who served in the former school. All teachers will be certified in the State of Missouri and possess the credentials to be considered a Highly Qualified Teacher, as defined by the U.S. Department of Education. A minimum of 3 years teaching experience in an urban setting will be a preferred qualification. In addition, skills required of all teachers include: recognition that each student is an individual with different needs and abilities, utilization of a variety of instructional techniques, effective discipline maintenance, and the ability to develop, implement, and evaluate new ideas, methods, and techniques for teaching. Competencies expected of each teacher include: care, responsibility to each student, willingness to engage in professional growth and reflection, patience, generosity, gentleness, humility and a sense of humor.

Other personnel will demonstrate qualifications and experience concurrent with their position. All staff members will be subject to background checks and child abuse registry checks as required by the state. The Director of School will evaluate background checks, child abuse registry checks, and fingerprint checks and report all findings to the Board and sponsor for action or decision. Background and child registry check results will be maintained in a separate, confidential personnel file for each employee. Employment is dependent upon successful completion of these state requirements. Volunteers, including parent volunteers, will be subject to background checks and child abuse registry checks as required by the state.

Finally, all La Salle staff members will be expected to commit to the mission of transforming the lives of children and the community through innovative education, and to uphold the values of service, care and the community. La Salle staff members will show a commitment to the values and mission by:

- Welcoming students, graduates, parents and guests
- Respecting diversity
- Exuding a positive attitude
- Collaborating
- Participating in community events
- Demonstrating a commitment to personal and organizational growth
- Communicating with clarity and kindness
- Maintaining confidentiality

Job Descriptions for all La Salle staff (excluding the Executive Director and Director of School included above) are included in Appendix B.3, page B.84.

B.3.1 Education Service Providers

The Board of Directors of La Salle does not intend to contract with an educational service provider.

B.4 Staffing and Human Resources

La Salle's strategic staffing plan for the 5-year charter term coincides with the organization's strategic plan to serve 120 middle school students in the middle school by 2016-2017. The chart below shows staffing plans for each year as it relates to middle school enrollment.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students	90	120	120	120	120
Executive Director	1.0	1.0	1.0	1.0	1.0
Director of School	1.0	1.0	1.0	1.0	1.0
Assistant Principal	1.0	1.0	1.0	1.0	1.0
Administrative Assistant and Recruitment Coordinator	1.0	1.0	1.0	1.0	1.0
Teachers	5.0	5.0	6.0	6.0	6.0
Full-time Volunteers	2.0	2.0	2.0	2.0	2.0
Math Specialist	.5	.5	.5	.5	.5
Special Education Teacher	1.0	1.0	1.0	1.0	1.0
Counselor	.5	.5	.5	.5	.5
Social Worker	.5	.5	.5	.5	.5

Educational Staff/Student Grouping by Learning

The proven educational model which the middle school will continue to use focuses on intense individualized education through grouping by learning, rather than grouping by grade level. The learning group model has proven successful at De La Salle Middle School with learning groups of 15 to 18 students per group. The school will open in 2015-2016 with 90 students, 5 learning groups, 5 full-time teachers, a Special Education instructor, a part-time math specialist and two full-time volunteers. The volunteers will serve as teacher aides. Teachers will be added as the number of students increases (see chart above). The school will open with an outsourced special education coordinator. As the number of middle school students expands, leaders anticipate the need for additional specialized instruction, including an Instructional Coach. The Instructional Coach will work directly with teachers to ensure adherence to state standards while encouraging innovative education that reaches and challenges every child.

Administrative and Support Staff

Support staff for the school will include a part-time counselor and a part-time social worker, both in place at the opening of the school in 2015-2016. The counselor and social worker will focus on the whole child, beyond academics. Both will work closely with teachers and school administration for referrals. In addition, the school will open with an Administrative Assistant who will also, at the school's opening, be responsible for recruitment, to ensure that students and families in the admissions preference areas know about La Salle. Additional information about the Recruitment Coordinator responsibilities can be found in Section B.5, Student Recruitment and Enrollment.

Outsources Resources

The organization will appropriately bid out for an Accountant/Finance Consultant to work with the Executive Director on accounting, budgeting and financial reporting. Outsourced general administrative staff includes purchased service professionals serving the roles of Food Service Manager, Technology Coordinator and Facilities Manager. The Food Service manager will manage the food program. Management of the free and reduced lunch program data will be completed by the Charter school staff person responsible for data collection.. The Technology Coordinator will offer technology assistance, and will provide technical knowledge to the Director of School as it relates to the organization's Technology Plan. The Facilities Manager will be responsible for the maintenance and upkeep of the building and grounds.

Employee Recruitment Strategy

The recruitment strategy aligns with the school's commitment to diversity and excellence. Annually, in January, intent to return forms will be distributed to current staff to determine and confirm potential returning staff. By March, directors will confirm positions needed and define those positions, using the 5-year plan for staffing as a guide. New positions will be posted on the school's website and shared internally. The school will advertise in various online and print media. Openings will be posted on Linked In, MOREAP and Simplicant among others. When viable, the school will participate in teacher job fairs at local universities, including Saint Louis University, Webster University and Harris Stowe State University. The Urban League and the St. Louis American are also recruitment sources that the school will use. Submitted resumes, applications and transcripts will be reviewed to determine the top candidates. Background checks will be run for all candidates. Candidates will then visit the school for an in-person interview. Candidates for teaching positions will conduct a sample lesson. Hiring managers will receive feedback from other staff. Hiring managers will check references and review the final candidate with the Executive Director, if necessary.

Requirements for Teachers

The minimum requirements for teachers include a bachelor's degree, holding or being able to obtain Missouri state certification, and the ability to be highly qualified as it is defined in Missouri. The minimal requirements of educational assistants comply with the highly qualified requirements of NCLB: the candidate has either completed 60 college credits or has passed an approved paraprofessional assessment. La Salle will not employ teachers who have had their certificate or license suspended or revoked in accordance with the state statute RsMO 168.071.

Relationships between employer and employee will focus on the school's mission, vision, and values. These values will be the foundation of relationships within the school, between employees, employer, staff, students and families. Strategies for retaining effective teachers include offering a competitive salary that coincides with education and experience. Full-time teachers and staff will receive full medical and dental insurance.

All staff will receive an annual performance review. Included in the performance review will be a professional development plan, which will be amended annually to encourage growth and innovation. See pages 19 and 20 for additional teacher evaluation protocols and practices.

All performance reviews will focus on performance as it relates to the organization's established core competencies. These competencies will be firmly established as part of the school's pre-opening plan, and will have at their core the values: care, inclusivity, community, service, justice and zeal. Teachers will be evaluated in relation to student performance and growth. Directors will be evaluated by the Executive Director; performance will be based on the meeting of established organizational goals, including budget goals, academic performance goals and adherence and support of policies and procedures. Included in the performance review for all staff members will be a professional development plan, which will be amended annually to encourage growth and innovation.

The Executive Committee of the Board of Directors is responsible for reviewing the performance of the Executive Director annually. As other staff members are, the Executive Director will be evaluated on performance as it relates to the organization's core competencies, as well as the meeting of organizational goals, including budget and academic goals, and the adherence and support of policies and procedures.

B.4.1 Four-Year College and/or University Affiliation

The Board of Directors of La Salle will work with its sponsor, the University of Missouri at Columbia, to determine affiliation.

B.5 Student Recruitment and Enrollment

La Salle's recruitment effort will be led by the Administrative Assistant and Recruitment Coordinator, whose responsibility it is to recruit new students for the middle school in accordance with the mission, goals, and policies of

La Salle. The Administrative Assistant and Recruitment Coordinator will use a variety of marketing strategies to reach potential families.

Specific marketing activities and strategies which will be led by the Administrative Assistant and Recruitment Coordinator, and which have been employed in the past for recruiting, include: participation in community center and school visits and other special events; awareness of new opportunities for recruitment through social media, personal contacts, or other sources; development and maintenance of referral source contact database; identification of La Salle graduates to serve as recruitment team members; coordination and execution of biannual Open Houses and relationship development and growth of elementary school and youth-program staff to explain the benefits of La Salle. Additional recruitment strategies that the school may use include advertising in local media and coordinating education fairs at local businesses.

Families interested in enrollment at La Salle should contact the Administrative Assistant and Recruitment Coordinator or the Director of School, at 314-531-9820. Thereafter, families will be asked to go through La Salle's admissions process as follows:

-
-
- Submit all required enrollment documentation: an official birth certificate, current immunization records, two documents showing proof of residency (utility bills, a mortgage statement, lease, state identification)
- Submit a complete application form
- Meet with the Director of School to learn more about the school experience
- Complete a home visit by the Director of School/and or a La Salle staff member after admission

La Salle shall not base admission of students upon race, ethnicity, national origin, religion, disability, gender, gender identity, sexual orientation, income level, or proficiency in English of the students or their parents and/or guardians and students will be enrolled and admitted without regard to prior academic or behavioral performance.

Currently Enrolled

Each January, parents of currently enrolled students will receive an Enrollment Form and a Withdrawal Form for the next school year. The school will determine a deadline for the return of these forms prior to the scheduled lottery, described below. If the school does not receive the Enrollment Form by the deadline, those students currently enrolled will lose the ability to automatically enroll and will be placed in the lottery.

At the opening of the Charter school, all students from the former De La Salle Middle School who wish to attend the Charter school must participate in the lottery as required by law.

Siblings of Currently Enrolled Students

Children with siblings already enrolled at La Salle are automatically accepted. If there are more siblings waiting for a particular grade level than there are spaces, there will be a lottery of all siblings for that grade level to determine enrollment.

New Students

Those students applying for enrollment at La Salle for the first time must follow the procedures to enroll, as listed above. These students must participate in a lottery process for selection. No student will be considered for any of the lotteries until his or her application is completed and on file in the School office. To be considered complete, an application must include all necessary forms as determined by the School. There will be no exceptions.

Children of alumni and children of La Salle employees who are St. Louis city residents may apply for admission to La Salle. These students are subject to the lottery, as described below.

The enrollment period is as follows:

January 1 through April 1: La Salle will accept enrollment forms from students living within the geographical boundaries of the St. Louis City Public School District 63101-03, 63106-08, 63112, 63113, 63115, 63120 and 63147.

1st Monday in April: Open-Enrollment period ends. All required enrollment documentation must be submitted by 3:00 p.m. on this date.

2nd Monday in April: After the automatic enrollment of currently enrolled students who have submitted an intent to return form, a lottery will be held if necessary. Lottery winners will be notified by phone and email within 48 hours following the lottery drawing. The family has two weeks from their date of notification to let the School know of their intent to enroll. If the School has not heard within the two-week period, the student's slot may not be held.

If all spaces have not been filled by April 30, La Salle will continue to accept enrollment forms on a first-come, first-served basis. Once all seats in a grade level are filled, students wishing to enroll will be placed on a waiting list and notified if/when seats become available.

Other Schools

Enrollment data for other schools in the area is included in Appendix B.5, page B.90.

B.6 Parent, Community and Educator Involvement

Community partners serve various and much needed roles at La Salle, including mentoring organizations, financial supporters, academic partners, and holistic education partners. Our mission statement includes the word "community", and we believe community partnerships are integral to achieving our mission – and our vision.

La Salle's vision is a shared one, between parents, educators and the community, as evidenced by parent, staff and community support (see Letters of Support in Appendix B.6, page B.95). The existing school administration has invited parents, educators, and the community into many conversations, formal and informal, regarding the decision to transition to a Charter school. Formal meetings to discuss the Charter vision were held with the Board, the staff and parents. During each of those meetings, questions, concerns and hopes were addressed. The vision of the school is consistent with what stakeholders offered as their vision: continued small class size, service to more students, positive and trusting student/teacher relationships and support to graduated students. These stakeholders will continue to be invited into the conversation regarding La Salle's future, particularly as it relates to school location, potential new building design, character education and the support program for high school and college students. In addition to formal meetings regarding Charter decisions, the current school's Board of Directors includes staff members at Board meetings. When the Charter conversion was discussed at the Board level, a representative of the Parent Teacher Association (PTA) was invited to participate. (For additional information on La Salle's PTA, please refer to p. 37) Future Board by-laws will include a provision that invites parent and staff participation at Board meetings. Specifically, parents and staff will be given the opportunity at every Board meeting to participate during the "open comment period." The Board meeting open comment period will be on every Board agenda for at the beginning of the meeting. Speakers will be given a maximum of 3 minutes to present, with a maximum of 5 speakers, for 15 total minutes. Parent participation in governance and operation of the school is fundamental to its success, and the PTA's role will remain intact with the conversion to Charter.

The cultivation of meaningful and equitable relationships is one of the core values of La Salle. As a charter school, La Salle plans to maintain and deepen its existing community relationships, and to build additional partnerships within the neighborhood and wider community. St. Matthew the Apostle partners with the school as the current lessor. Edward Jones representatives offer financial advice and consultation to the Board and administration. PNC Bank serves the students by providing a financial literacy course and by offering on-site opportunities for parents and

students to open bank accounts. US Bank works with 8th grade students and parents to support the Individualized Development Account program, a savings account and asset-building program.

The transformation of children and the community through education is the foundation of all community relationships. The school will continue to partner with educational institutions and programs that provide opportunities to strengthen the school's mission through shared resources and knowledge. Educational partners include many area private and public high schools, such as CBC High School, DeSmet Jesuit High School, Nerinx Hall, Clyde C. Miller Career Academy, Incarnate Word Academy, St. Mary's High School, and St. Joseph's Academy. These high schools partner with La Salle by offering social transition programs to 8th graders going to high school, and by offering financial assistance to students as they enter high school, thus ensuring the continuity of quality education. In addition, La Salle will continue to partner with the St. Louis Library and the Readers to Leaders program to promote literacy to our students. Other partnerships that engage students and the staff in service include: The Ville YWCA Headstart, Karen House Catholic Worker, and the Little Bit Foundation.

Other existing community partnerships that the school will retain include: The Diversity Awareness Partnership/Give Respect Get Respect Program, Revitalization 2000, Girls on the Run, the Tandy Center, Lutheran Family and Children's Services of Missouri, Imani Counseling, and Summit Leadership Initiative. Specifically, these partners focus on the whole person by supporting students' physical health (Girls on the Run, the Tandy Center), by supporting students' emotional health (Lutheran Family and Children's Services, Imani Counseling, Summit Leadership), and by supporting cultural awareness and appreciation (the Diversity Awareness Partnership and Revitalization 2000).

B.6.1 Joint Application

The Board of Directors of La Salle does not intend to submit a joint application.

C. Business Plan

C.1 Budget

As shown in the completed budget template in Appendix C.1a, page C.1 the school will open with a beginning balance of \$100,000. Total annual revenue is forecasted with state, federal and local revenue to total \$1,035,101. Anticipated donations to the school are \$150,000 based on the former school's fundraising success and committed donors. The school will end the fiscal year with a 12% cash fund balance of operating expenses. With additional funding (Prop C and Classroom Trust Fund), the school anticipates the cash fund balance to increase in subsequent years.

La Salle Charter Schools, Inc. will benefit from the contributions of private fundraising efforts and the support of De La Salle, Inc. (or its successor) De La Salle, Inc. will provide services and facilities to the Charter school, after services are bid out and reviewed by the Sponsor. Thereafter, the sponsor will review all contracts annually. The Charter school will report its own financials to the state and file its own audit and 990.

Revenue

The budget in Appendix C.1a, page C.1 shows local revenue at 14%, state revenue at 72%, and federal revenue at 14% for the first operating year. Revenue assumptions are as follows:

- Local revenue from private donations is projected at \$150,000 for the first year.
- Local revenue from Prop C is calculated at \$840 per previous year's WADA, beginning in the second year.
- Average Daily Attendance of 93% is based on an average of the previous five-year's data from De La Salle Middle School.
- The IEP/Special education number for weighted average daily attendance is budgeted at 25% of the student population.
- Free and reduced lunch percentage of 90% is based on an average of the previous five-year's data from De La Salle Middle School.
- Although La Salle plans to run an extended school year through summer school, for budget purposes and for Basic Formula purposes, it is using the regular school year of 174 days and 18 days of summer school to total 192 days.
- The budget uses \$7900 for the basic state revenue, which includes The Classroom Trust Fund.
- Special Ed is calculated at $\$94.20 \times \text{enrollment} + \$38.45 \text{ per FRL} + \text{base amount per IEP} = \518.60
-
- Lunch reimbursement is calculated at \$3.01 per free and reduced lunch; breakfast at \$1.89. These values are based on 2013-2014 reimbursement rates.
- The federal Title 1 program is calculated at \$975 per student qualifying for free and reduced lunch.

Expenses

Administrative expenses, including professional development were computed based on historical data. These numbers were increased at a 3% inflationary rate, and then multiplied by the projected number of staff. In other words, we considered both inflation and expected staffing growth.

Support services for pupils were forecast in a similar fashion, but using the number of students as the multiplier; the most significant student increase occurs between year one and year two, when the student body increases by 30 students. Food services, a purchased service from an outside vendor, were calculated based on number of students, with a \$5 fee/day (174 days and 24 days of summer school to total 198 days).

Operations of plant services were computed as a "flat fee" for rent, supplies and maintenance, based on the current building rent, with a 3% increase per year. The sponsor has reviewed and will continue to review all contracts to ensure that state dollars are only being used for state/Charter school business.

In summary, we created a very detailed forecast that considered:

- Historical expenses,
- Staffing growth,
- Student growth,
- Cost drivers; and
- Inflation.

While no forecast is ever "right", we certainly believe that this is a reasonable and well-supported forecast. Refer to the detailed budget in Appendix C.1a, page C.1 and the opening year cash flow analysis in Appendix C.1b, page C.8 for more information on the budget and cash flow for the proposed charter term.

C.2 Financial Management

La Salle has established accounting policies and procedures that are based on segregation of duties and independent reviews in order to ensure the financial viability and integrity of the organization. Additionally, La Salle intends to adopt the Tyler SIS system for management of data related to student, financial, HR, etc. functions.

The board will review and approve financial statements monthly along with bank statements, bank reconciliations and the check register. Additionally, the sponsor will adhere to Missouri regulation 5 CSR 20-100.260 as it relates to procurement policies.

Financial Oversight

For La Salle Charter Schools, Inc., the Accountant/Finance Consultant and the Executive Director will work closely with the Board of Directors' Finance Chair to provide timely and accurate bookkeeping, as well as prudent cash management. All persons who are responsible for handling funds are bonded. In accordance with the Missouri Accounting Manual, La Salle's financial policies and procedures adhere to Generally Accepted Accounting Principles and are intended to:

- Help ensure that the mission of the organization is achieved,
- Manage liquidity (sufficient cash to meet obligations),
- Maintain the long-term solvency of the organization (assist risk management by timely and accurate reporting to the Board), and
- Achieve and document compliance with laws and restrictions.

To ensure the success of the organization, the Executive Director is required to safeguard the school's assets and properly report its financial activities to the Board. Timely and relevant reporting and oversight provide the Board with the financial information necessary to budget and plan for the future of the organization. Furthermore, it provides an ongoing opportunity to evaluate performance over accounting periods with consistency and accuracy. The set of standards and controls as detailed below ensures the conformity and timeliness of reporting necessary to understand the financial health of the organization, while at the same time ensuring that the assets and obligations reported are correct.

Internal Control

The Executive Director and the Finance Committee of the Board have established internal control, the process designed to ensure reliable financial reporting, effective and efficient operations and compliance with laws and regulations. The Executive Director is responsible for the financial reporting process, which requires:

- **Segregation of duties** whereby different individuals are assigned responsibility for different elements of related activities involving authorization, custody and record keeping.
- **Proper authorization** of transactions and activities that ensures that all financial activities adhere to established guidelines.
- **Adequate documents and records** which provide evidence that financial statements are accurate. Controls designed to ensure adequate financial reporting and recordkeeping include the use of forms that are easy to use and sufficiently informative to all parties. These forms are designated to specific record keeping purposes and are to be filled out, authorized, and submitted according to the segregation of duties.
- **Physical control** over assets and records which helps protect the organization's assets. These controls safes, fireproof files, computer-related controls dealing with access privileges, and electronic backup and recovery procedures. Income and donations will be handled by the designated party only and will be recorded and placed in a predetermined safeguarded location until processing.

Banking and receipts of monies

Banking functions, including cash, check and credit card deposits and expense check withdrawals, are the responsibility of the Executive Director in partnership with the accountant.

All receipts of cash and checks are to be submitted to the accountant or his designate on Tuesdays and Thursdays for deposit on Friday of each week. Items are to be kept in locked, secure locations prior to submission to the accountant. The accountant will record deposits on the Deposit Register and send the register to the Executive Director along with a copy of the deposit receipt by the following Friday. All parties receiving cash assets including the Executive Director and the accountant will:

- Open and process mail on a timely basis and in the presence of coworkers, if possible.
- Maintain a log of all cash items received.
- Endorse checks immediately upon receipt using an endorsement stamp.
- Provide security over cash items awaiting deposit at all times through predetermined safeguards (locked box in locked file cabinet).

The accountant provides the Executive Director and the Finance chair on a monthly basis: balance sheet, income statement, statement of cash flows, budget comparison and a summary narrative of financial reports.

Annual Audit

The Executive Director and the accountant will schedule an annual full audit completed by an independent certified accounting firm not otherwise affiliated with or serving La Salle Charter Schools, Inc.. The Executive Director, staff, governing board members, and the accountant are required to adhere to audit recommendations, pending Finance Committee review and approval. La Salle will publish annual audit findings per DESE requirements.

Student Records and State Reporting

Student records, including enrollment history, attendance, enrollment in special education, eligibility for free and reduced meals and English as a Second Language eligibility will be the shared responsibility of the Director of School and the School Administration Manager. Student paper files will be organized into three categories: academic, business and enrollment. Access to these files is limited and will be managed by the School Administration Manager. Student electronic data systems will be fully accessible to the Executive Director, the Director of School, the Assistant Principal and the School Administration Manager.

The Director of School and the Assistant Principal will share responsibility for reporting to the Missouri Department of Elementary and Secondary Education. The Director of School will be responsible for reporting academic progress and data to the Executive Director, the Board of Directors and any other required agencies.

C.3 Facility

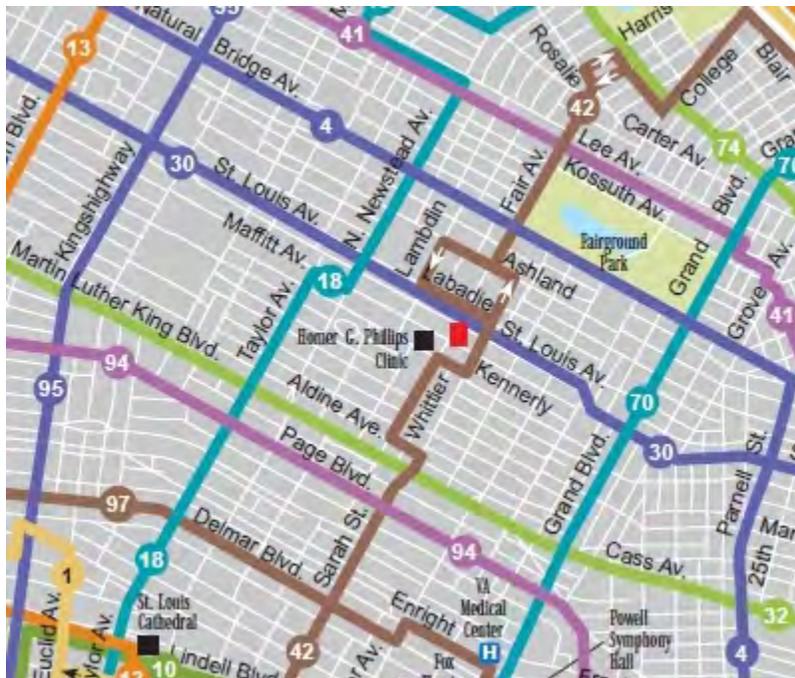
De La Salle Middle School is currently housed in a 15,470 square foot facility leased from St. Matthew's. This is located at 4145 Kennerly, St. Louis, MO, 63113. This is centrally located relative to La Salle's target service area. Thirty-three percent of the building space is a gymnasium, at 5,400 square feet. The cafeteria is 2,100 square feet, the library 420 square feet, and the lobby, 5 classrooms and 3 office spaces total 7,550 square feet.

As La Salle grows moderately over the next few years, two additional 2,500 sq. ft. annexes may be leased, one in 2014-15 and another in 2015-16. In 2016-17, La Salle will expand to 120 students and will require a new facility.

While La Salle has not identified the two annexes that will be used for temporary expansion, nor the new facility for the 2016-17 school year, La Salle has a wide range of choices both near the current location and in the surrounding area. The current middle school has acquired financial reserves to lease annex space for future years. The board of directors is working closely with a local architect and is in active conversations with IFF about how to plan strategically for our future space needs. In concert with these measures, the board of directors has also convened a Facilities Task Force that will be charged with guiding and informing the board on the aforementioned issues. Internally, the current building is accessible to students with physical disabilities. It is a single level structure with accessible restrooms, doorways, classrooms and common space. The building's entrance is at ground level. Adjustments will be made to the entrance doors if necessary to ensure accessibility. Only accessible annex facilities will be used and the design of the new building will be accessible.

C.4 Transportation

La Salle does not plan to offer transportation in the immediate future. Students will walk or ride bikes, get rides from family or friends, carpool, or take public transportation. La Salle will assist students in finding transportation by facilitating carpools and by providing partial or complete funding for public busing (i.e. not school buses). Public transportation is a viable option, as multiple Metro bus routes run within a block or two of La Salle. The graphic below is from Metro's "Missouri System Map". La Salle, designated by the red square, is roughly half of a block away from the Homer G. Phillips Clinic, designated by the black square below:



The Sarah Bus (42) stops at the corner of Whittier and Kennerly, directly caddy corner from La Salle. The Soulard Bus (30) also runs very near the school. Other close proximate bus lines include the Natural Bridge (4), the Taylor (18), the Martin Luther King (32) and the Grand (70).

If any students were to require transportation due to a physical disability or as required by an IEP, La Salle will make arrangements with a local transportation company to ensure that student's access to a free and appropriate public education.

C.5 Insurance

This table shows DLS's current policies. Over the next year, prior to DLS becoming a charter school, we will make two broad changes:

- 1) We will add any missing insurance coverage shown above.
- 2) We will find new insurance providers for all existing policies, as La Salle will not be able to purchase insurance from Christian Brothers Services once DLS converts to the charter model. Multiple bids will be procured before making a final decision.

<u>Category</u>	<u>Insurance Policy</u>	<u>Insurance Carrier</u>	<u>A.M. Best Rating</u>	<u>Certificate Provided?</u>	<u>Annual Cost</u>
<u>Directors' & Officers' Liability</u>					
School Board Legal Liability	General Liability, Errors & Omissions	NA	NA	No	NA
Non-School-Related Board	Directors' & Officers	NA	NA	No	NA
Commercial General Comprehensive Liability (covers corporal punishment & athletic participation)	General Liability	Princeton	A+	Yes	\$2,799
Educators' Legal Liability	General Liability	Princeton	A+	Yes	See above
Employment Practices Liability	General Liability	Princeton	A+	Yes	See above
Sexual Abuse Liability	General Liability	Princeton	A+	Yes	See above
Automobile Liability	Auto	Princeton	A+	Yes	\$770
Excess ("Umbrella") Liability (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability)	Excess Liability	Princeton	A+	Yes	\$1,200
Workers' Compensation Liability		Princeton	A+	Yes	\$4,337
Surety Bond for CFO or President	none	NA	NA	No	NA

C.6 Pre-opening Plan

De La Salle Middle School has been in operation continuously since its founding in 2001. De La Salle has graduated eight classes and 112 students. Therefore, La Salle's "pre-opening plan" really is a "conversion" plan from being a privately-funded, religious-based middle school to a publicly-funded Charter school. Refer to the Pre-opening plan in Appendix C.6, page C.12.

C.7 Closing Procedures

The Board of Directors and staff of La Salle understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. If closure of La Salle is determined necessary – for any reason – La Salle’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 C.7, page C.19, 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, including enrollment options and information on other schools; providing detailed closure plan information to faculty and staff; and notifying 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. La Salle’s Director of School is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. La Salle’s Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants in accordance with charter school law and RSMo 160.405 1(17).

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

La Salle Charter School Board Questionnaire

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.
2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
4. Explain why you would like to serve on the board.
5. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
6. What is your understanding of the appropriate role of a public charter school board member?
7. What relevant knowledge and experience will you bring to the board?
8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

II. Educational Philosophy

9. What is your understanding of the school's mission and/or philosophy?
10. Are you familiar with the school's proposed educational program? How would you describe it?
11. What are the characteristics of a successful school? What specific steps do you think the board of will need to take in the first year or two to ensure that this school is successful?

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Skip questions 15-19. NOT APPLICABLE FOR DLS BOARD MEMBERS.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. N/A
16. (If the school does not intend to partner with an educational service provider, write "N/A"). N/A
17. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? N/A
18. (If the school does not intend to partner with an educational service provider, write "N/A"). N/A
19. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. N/A
20. Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends or family).

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

Paul Byrne, Board Questionnaire:

I. Background

1. See Attached resume.
2. Affirmed.
3. Corey Quinn.
4. I believe in the mission.
5. No.
6. To help guide the school in providing the best education possible in a safe, healthy environment.
7. I completed my MBA at Washington University and have stayed very involved with the Olin Business School. I'm also very involved in St. Margaret of Scotland (My kids' school) and I have fairly extensive public relations and marketing experience.
8. After the first year we will serve more kids and provide a better education and a better environment that will continue to grow and prosper each year.

II. Educational Philosophy

9. To transform children and the community through innovative education.
10. No.
11. To provide the highest level of education possible to as many kids as possible in a safe and healthy environment.

III. Conflict of Interest Disclosure

12. No
13. No
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would report it.

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

Mark Conrad, Board Questionnaire:

I. Background

1. See Attached resume.
2. Affirmed.
3. Through the President of De La Salle Middle School, Corey Quinn.
4. I fully support the schools mission to provide exceptional schooling to students in order to fully prepare the students for secondary education and for success in life after school.
5. Yes – I have served on the Board of Directors for De La Salle Middle School (St. Louis, MO) from 2010 through the present time.
6. Board members should act in the following roles:
 - Oversight of school management (President, Principle, Teachers, etc...)
 - Conscientiously apprise themselves of the affairs and important matters of the school
 - Be attentive to the fiscal affairs of the school
7. Accounting knowledge; Finance knowledge; Marketing Knowledge
8. After its first year I expect the school to graduate all of its 8th graders and to help place all of the graduating 8th graders in a reputable high school. I also expect the school the school replace all graduating students with new 6th grade students.
After four years I expect to see tremendous growth in the number of students attending the school. In addition, I expect the school to increase in technology and resources for the students.

II. Educational Philosophy

9. School's overall mission is to transform children and the community through innovative education.
10. Yes. The curriculum is extensive and offers students a tremendous amount of teacher interaction.
11. 1.) Need to be sure that students are in a comfortable and safe learning environment
2.) Need to ensure that school curriculum in appropriate and challenging
3.) Need to ensure that students test scores are improving and preparing them for additional schooling
The board should develop specific committees (i.e, Finance, development,etc...) that have specific responsibilities to help the board fully understand all of the affairs and finances of the school.

III. Conflict of Interest Disclosure

12. I know the other prospective board members from being on the board of De La Salle Middle School.
13. I know the prospective school employees from being on the board of De La Salle Middle School.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would report it.

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

Demetrius Grooms, Board Questionnaire:

I. Background

1. Please see my attached resume.
2. Yes
3. I was recently voted into approval status as a new member on the Board of De La Salle Middle School.
4. I am extremely humbled by the mission and results of the school. My experience as an African American executive that grew up here in St. Louis provides me with some perspective on the need for programs/schools like this and I would like to think that that experience gives me the ability to provide a unique perspective to the group. I have been with Edward Jones for 15 years and have spent 12 of those years in a variety of leader roles so I also feel like my leadership experience would provide value to the group (planning, organization, strategic thinking, etc.).
5. No.
6. The primary role of a public charter school board member is to provide fiscal oversight of the organization's operations. In addition, board members have the responsibility to live and manage to the school's mission and vision. In the case of DLS, as a board member I have the responsibility to ensure goals, objectives, and results align with our mission which is being dedicated to transforming the lives of children and our community through innovative education. In support of these things, board members are also responsible for ensuring the appropriate amount of development is available to teachers, staff, and the board in order to ensure those supporting the school have the most up to date knowledge, skills, abilities, and experiences required to achieve its short and long term results.
7. I have over 12 years of operations leadership experience in the Securities Brokerage Industry. I believe my understanding of process, risk, and controls as it relates to managing an organization in addition to addressing client needs is unique and will be an asset to helping build the sort of infrastructure required to effectively and efficiently grow DLS. Also, my mother and many of my family friends are teachers and administrators and I too have degrees in education and mathematics...so my interactions and formal education give me insight into some of the needs of the students and the goals of the program that DLS built and continues to work to improve upon. I am very passionate about helping people achieve their goals. This is part of what my role as a senior leader in my division requires. I am also responsible for the strategic vision, strategy, structure, and talent needs for the area that I am responsible for at Edward Jones. I see this as being very beneficial to the board given the charter school transition opportunity being explored.
As I see DLS implement strategies to change the hearts and minds of students and faculty with respect to the opportunities that a quality education can provide, I get excited about how I can share my perspective and skills in an effort to develop future positive citizens in our community.
8. I would not anticipate changes to the academic model for De La Salle as I feel like its success is based upon that existing foundation. I would however see changes in a few areas:
 - The school has plans to grow so at a minimum by the year 2016 it will need new facilities to accommodate for that growth.
 - With that growth it will need to increase its investment in technology. These investments would likely start after year 1. It has been determined that the current technology is sufficient for a modest increase in students in the first year.
 - Current plans indicate that at the end of the year there will be 75 students, up from 65 currently. And 120 by the end of the fourth year.
 - More staff members will be needed in key subject areas to accommodate for academic and social responsibilities that are relevant to a larger school.

II. Educational Philosophy

9. De La Salle has a very inspiring mission. The school is dedicated to transforming the lives of children and our community through innovative education. In pursuit of this mission, DLS continues to emphasize the values of service, community and care in all that it does. DLS also emphasizes meeting students where they are, through multi-age learning groups, highly individualized instruction, and cultivation of emotional intelligence.

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

10. As a newly appointed board member I have not had an extended opportunity to be exposed to the school's current educational program however the success of their current and proposed educational program seemed well aligned with the school's mission and vision for its students. With extended school day, extended school year, and a very innovative approach to its Graduate Support Program, it has a sharp focus on closing the achievement gap experienced by many its middle school students in addition to influencing their success beyond these early years.
11. DLS is a high performing school to date and is therefore a model of the characteristics of a successful school. However, generally speaking, my view of the characteristics of a successful school are:
 1. Understand and meet the needs of the students and the community it serves;
 2. Set high expectations for its students, educators, and staff;
 3. Provides ongoing professional development for staff in order to ensure high standards of achievement;
 4. Establish a strong curriculum in line with state standards; and
 5. Have highly engaged parents and communities that support the school and its students.

III. Conflict of Interest Disclosure

12. As a new member to the board all relationships are new to me. I am employed by Edward Jones and there is another board member that works at my firm but I did not have a relationship with him prior to joining the board.
13. No.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would first ensure I have the appropriate facts and circumstances by discussing the matter with the member(s) involved. I would ask them if they understand the conflict that I have observed to ensure that they are aware of the severity of the issue. I would then escalate this issue to the board leadership to make the issue more transparent and to request action be taken according to the bylaws.

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

Ryan Hawkins, Board Questionnaire:

I. Background

1. Northeastern State University, Tahlequah, OK – President of the Winding Creek Group, Inc.; Managing Partner of Winding River Research.
2. Affirmed.
3. I became aware of the proposed charter with the invitation to serve by members of the De La Salle Board of Directors and the Board as a whole.
4. I feel fortunate to have achieved so much in life; growing up in Moore, Oklahoma I never imagined I would have worked for Presidents, Vice Presidents, members of the United States Senate and House of Representatives, Governors, etc. Serving on this board is one of the ways in which I seek to give back to a community and honor those who helped me get to where I am today.
5. I currently serve on the Advancement Committee for the Board of Directors at Villa Duchesne and Oak Hill School.
6. My role is to advise the Chairman and participate in the various committees utilizing my experience in the private sector.
7. I bring an extensive knowledge of the political world; having run successful campaigns on every level I look forward to helping De La Salle navigate any of the rough waters that might present themselves.
8. My view of how the school will look after the first year is to continue the growth in enrollment where all grades are full and De La Salle continues to be a shining light in the community. After four years, I would like to see De La Salle expand to take on more students with a greater emphasis on following the students through high school and college.

II. Educational Philosophy

9. I understand the mission of dedicating a school to transforming children and the community through innovative education...what that means to me is we continue to show children that with hard work and dedication they can rise above any circumstance and achieve greatness.
10. I am too new to the Board to answer at this time.
11. I am too new to the Board to answer at this time.

III. Conflict of Interest Disclosure

12. Both Brad Mueller and Bob Mills send their children to the same school we send our daughter and we are all friends in a social setting.
13. No
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would immediately take this to the Chairman of the Board as well as the Head of School and trust their judgment in the matter.

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

James Hill, Board Questionnaire:

I. Background

1. I hold a B.S. B.A . from St. Louis University May 1989. I currently employed by Great Pacific Securities as a Vice President in the public finance department.
2. Affirmed.
3. Through the current school administration.
4. I think I can bring an African-American view since the school serve currently only African-American students that are mostly inner city students. I have lived in the City of St. Louis my entire life.
5. Yes. St. Louis Charter School, Epworth, and the American Lung Association Eastern Missouri.
6. My role to oversee the school governance as a board member.
7. I have previous service on a charter school in St. Louis.
8. I see the school to be able to serve at least 75 inner city students in St. Louis the first year of operations. I would like to see the school serve at least 200 inner city students in the fourth year.

II. Educational Philosophy

9. The school is dedicated to transforming the lives of children and the surrounding community through innovative education.
10. Yes. The school main focus is to make sure that inner city students from St. Louis City can achieve a quality education through small classrooms and individual programs to meet the student needs in education.
11. The characteristics of a successful school in St. Louis City is to make sure that all the students are at current or higher grade level while attending the current school. The board members should make sure that school has all the necessary resources to make sure the students can achieve in education the early years of the school.

III. Conflict of Interest Disclosure

12. No
13. No
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I will go straight to the Board Chair and tell him that this particular behavior is not allowed.

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

Jackie Jones, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. I have been a member of the Board of De La Salle Middle School since 2002.
4. The success of the school and its students and graduates over the past 11+ years continues to astound me. My dad has said that serving on the De La Salle Board is the most important thing that I do with my time. The school truly does transform lives through education. I have thoroughly enjoyed my involvement with the school and its growth during its tenure, and I believe that I've had at least a small role in its success to date. I am eager to continue to share my time, talent and treasure as the school embarks on its next challenge of converting to a charter school. I believe that becoming a charter school will ensure the sustainability of the school and allow it to exponentially build upon its past successes by serving more students and graduates.
5. I have been a member of the Board of De La Salle Middle School since 2002.
6. As a member of a public charter school board, I believe that I would be responsible for working with the rest of the board and school staff, as appropriate, to set the school's vision and mission; provide administrative oversight relative to policies and programs; ensure that the school complies with its charter and applicable laws; establish systems and processes to ensure the school's fiscal, programmatic and outcome accountability; undertake broad human resource functions that include making crucial decisions regarding the school's top-level leadership and key staff; advocate for the educational needs of the school's students and its graduates; and fundraising.
7. I have been a member of the Board of De La Salle Middle School since 2002. I served as Treasurer and Finance Committee Chair from 2004 to 2011. I was Chair of the Volunteer Committee in 2011, and I have been a member of the Governance Committee since 2011. Professionally, I am a Certified Public Accountant (with tax experience) and an attorney in good standing with the State of Missouri.
8. Since 2001, De La Salle has been a highly-successful middle school which offers an innovative Graduate Support Program. Based upon its proven track record, I really don't think that it will look much different at the end of its first year as a charter school than it does today. It will continue to assist students who might be several years behind close the achievement gap and set their sights on success beyond middle school. At the end of four years, I envision the school achieving the same amazing results but doing so with approximately twice the number of students, including the addition of lower grade(s).

II. Educational Philosophy

9. The school has been (since 2001) and will continue to be dedicated to transforming the lives of children and its community through innovative education.
10. The school has (since 2001) and will continue to emphasize the values of service, community and care in all that it does. The school emphasizes meeting students where they are via multi-age learning groups, highly individualized instruction and cultivation of emotional intelligence. It employs an extended school day, an extended school year and an innovative Graduate Support Program to help students who might be several years behind close the achievement gap and set their sights on success beyond middle school. The school focuses on academic core subjects with a double emphasis on literacy.
11. To me, a successful school is one that fulfills the mission of De La Salle, i.e., a school which transforms the lives of children and its community through innovative education. Because De La Salle has been successful in this pursuit over the last 11+ years, I don't think that the Board will need to act much differently upon De La Salle's conversion to a charter school. It seems to me that the biggest challenges will be for the members of the board and the school's staff to ensure that the school complies with its charter and all newly applicable laws.

III. Conflict of Interest Disclosure

12. None, other than current and/or past members of the Board of De La Salle Middle School.
13. None, other than with current and/or past employees of De La Salle Middle School.

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

14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would report my concerns to the Board and/or Governance Committee Chair, as appropriate, and request that the Executive Committee and/or Governance Committee, as appropriate, investigate my concerns.

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

John Key, Board Questionnaire:

I. Background

1. I am a 1972 graduate of the St. Louis Priory. I received a Bachelor of Arts from the University of Wyoming in 1976. I have been employed as a Financial Advisor with Edward Jones since 1976.
2. Affirmed.
3. I have been on the Board of De La Salle since 2009 and have been involved with the school since 2001.
4. Due to my past association with the school, the success of the school and witnessing the impact on the young lives in the community I feel that the school is indeed sustainable and I believe this is one avenue to pursue to achieve that sustainability.
5. I have been on the Board of De La Salle for the last 4 years and know that the mission of the school is serving the community in the right manner. The success rate of the Graduate Support Program further strengthens my belief in the mission.
6. The role of a Board member of any school is to continue the values and mission of the school that he represents. In addition it is their responsibility to make decisions in the best interests of the students and their guardians to further their education so that we can produce outstanding future representatives of the community, who will give back to the community.
7. As current Board Chairman I am focusing on growing the size of the school. This would include expanding the facilities, enrollment and curriculum. Serving on the Board for the last few years has given me an insight into the workings of a school in the City's North side that I previously had never experienced and a better understanding of the needs of a school in that environment.
8. After one year in the charter program I should have a better understanding of our financial situation and a gauge of what to expect in the future for the finances of the school. After four years as a charter school I hope to see the school in new facilities serving twice the number of students that we currently serve.

II. Educational Philosophy

9. The school is located in the Ville neighborhood with the goal to educate as many children as we can accommodate. The education does not end in the eighth grade as we monitor their progress through high school as well as beyond to ensure the student can succeed in life and return to the neighborhood and have a positive impact in the community.
10. The school has an extended day program as well as an extended year in order to give the students a sense of self worth. More than education is evoked at De La Salle. Self esteem is an integral part of the philosophy at the school. Children with little or esteem when they enter the school is soon chiseled away and to see the students after a few months is truly remarkable. Some who are too shy to look you in the eye in the sixth grade are public speakers by the eighth. By teaching children based on their needs and not by their age is not only innovative but a delivers a sense of community to the children.
11. I believe that this school is very successful and its record indicates it.

III. Conflict of Interest Disclosure

12. We are constantly utilizing our resources to improve and grow the Board.
13. My Sister is currently a teacher at the school and has been for the past 12 years.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. As a financial advisor I can foresee conflicts that may arise in the investment of any future funds. I currently have an account with the school that is used for the liquidation of any investments that are donated to the school.
21. The matter would be reviewed by the governance committee of the Board and appropriate action would be made based on their recommendation.

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

Chuck Kretschmer, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. As a Board Member of De La Salle Middle School.
4. Help support the expansion of the opportunity for a quality education.
5. De La Salle Middle School and ESCO Technologies Foundation.
6. Governance and Support.
7. See 1 and 5, above.
8. Much like De La Salle Middle School does today and serving twice as many children 5 years from now.

II. Educational Philosophy

9. Mission - Transforming children and our community through innovative education
Philosophy - Extended school day and school year, engaging parents and providing graduate support
10. Yes – both Innovative and Proven
11. Results - H.S. Graduation Rate, etc.
Maintain De La Salle approach

III. Conflict of Interest Disclosure

12. Yes from De La Salle Middle School
13. Only through membership on Board of De La Salle.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. Discuss with Sponsor and Board Chairman.

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

Paul LaVigne, Board Questionnaire:

I. Background

1. Notre Dame graduate, CPA, and Insurance/Mortgage Specialist.
2. Affirmed.
3. As a current Board Member of De La Salle Middle School.
4. I would like to continue on the board as I feel this school makes a difference in the lives of these children. I feel my values and the school's values are in line.
5. I have been on the DLS board for almost 9 years serving primarily as a fundraiser.
6. The role of a board member will be to support the mission wherever possible through fundraising and advising.
7. I have a financial background as a CPA and banker.
8. Hopefully the school will continue to improve with the help of the sponsor. In 4 years I hope the school has expanded their enrollment to serve younger grades.

II. Educational Philosophy

9. We make it our mission to change the lives of our students via a unique educational model. We will stress a sense of community and service.
10. Yes – the multi-age learning groups emphasize individualized teaching while stressing emotional growth.
11. Continuing to hit benchmarks set for educational growth. We need to continue to focus on literacy through innovative programs.

III. Conflict of Interest Disclosure

12. I only know other members via my board duties.
13. I only know teachers via my board duties.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would talk to the president immediately.

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

Justin Lucas, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. Through Brother David Poos, Principal at Christian Brothers College High School and current board member, Brad Mueller.
4. I currently work in Education and share the same interests as the school in helping develop children through education. Education has been a staple in my lifetime and has provided me with ample opportunities. It is my duty to give back to the younger generation by explaining and empowering the youth to fulfill their dreams through education.
5. See answer to question #4.
6. A public charter school board member must play a support role to the school leader in helping him/her reach the school's mission/vision. It's important to not only look at the financial health of the school, but to focus on the school leader and the students through data, ensuring the academic success of every student. It is the school board's job to make sure the right structures are in place to accomplish the school's goals.
7. Having worked in education, I understand what it takes to make a successful school. Through my job experience and my studies in Educational Administration, I feel as if I relevant knowledge to help De LaSalle in this transition.
8. I want to make sure the right structures are in place after the first year. The focus should be on implementing the right tools and resources so that all children can be successful. By the end of year four, these structures should be fully functioning and operational with data to support the effectiveness of the school.

II. Educational Philosophy

9. I work in a LaSallian school and live the school's philosophy every day. As an educator, I believe in transforming the lives of students in and out of the classroom.
10. The proposed educational program meets students where they are at and helps individual students get better through innovative educational techniques and individual instruction. The extended school day and school year helps to close the achievement gaps for the students who need additional support in areas such as Math and Reading.
11. A successful school has a clear and shared focus with high expectations for student success. This can be demonstrated through effective leadership, collaborative teaching and learning, professional development and community involvement. A successful school always should look to improve in all areas.
 - What is the shared vision? Current status and future status?
 - What are the charter promises and how will these promises be measured? A clear and consistent process needed.
 - Clarity of roles and responsibilities

III. Conflict of Interest Disclosure

12. None.
13. None.
14. None.
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. None.
21. I would report it.

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

Matt Mainer, Board Questionnaire:

I. Background

1. BS – Accounting from UMSL; MBA – Saint Louis University; CPA.
22 years of experience with ESCO Technologies Inc (finance and treasury).
Currently the Assistant Treasurer at Mallinckrodt (Since Jan).
2. Affirmed.
3. Current member of the board for DLS – learned of DLS through involvement in ESCO Foundation which is a supporter of DLS.
4. I really believe in the impact DLS is making in the lives of children. Truly transformational and inspiring. Upon my first visit to the school I was hooked.
5. Yes on the board of the ESCO Foundation (5 years) and DLS (3 years).
6. Ensure school is working effectively towards its mission. Provide oversight, guidance and support to the schools management. Ensure ethical and fiscally responsible decisions are made.
7. Experience from past DLS board participation (over 3 years) and ESCO Foundation Board (5+years). Also bring 22+ years of finance experience.
8. After one year – solidify schools financial standing and further define longer range goal of growth. After four years – achieve significant growth (students, faculty, new building) in order to magnify the success achieved so far.

II. Educational Philosophy

9. De La Salle's mission is: we are dedicated to transforming the lives of children and our community through innovative education.
10. Yes. Extended school day with extended school year, which focuses on development of the whole child. Tremendously successful model demonstrated by fantastic high school graduation statistics (tribute to not only 6-8 grade education but to the highly innovative graduate support program.
11. High graduation rate from school and continued success post graduation (high school and beyond). Development of well-rounded children providing them the understanding that they do not have to set limits to what they can achieve due to current economic status. I think the Board needs to ensure the school sticks to its mission and as it pursues growth, do so in a very intentional and targeted way.

III. Conflict of Interest Disclosure

12. Yes – know current DLS board members who would become members of new charter school.
13. Yes – know current DLS board members who would become members of the new charter school.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. Report to Board Chair or in the event it is that person then report to other members of the Board.

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

Robert Mills, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. De La Salle Middle School Senior staff and Board Chairman presented this to us at a recent board of Directors meeting. I serve as a board member and Co-Chairman of the Mission Advancement Committee.
4. I am committed to serving DLSMS at the Board Level regardless of whatever form this should take on in fulfilling the mission of the school.
5. I currently serve on the Advancement Committee of Villa Duchesne/Oak Hill school.
6. To make decisions for the school at large that tie in to the school's mission and strategic objectives.
7. I am not an educator, I am a successful business owner who has had the good fortune of many prior years of training and ongoing education in large and/or publicly traded corporations. Our emphasis was always mergers and acquisitions, the combining of corporate cultures, streamlining operations, capital expansion and improvement planning and an intense focus on cost containment while maintaining large organic growth rates.
8. Year one sees DLSMS move to a larger physical location which will allow for more students to be served via access to more resources. This can lead to consistently high graduation and literacy rates for more at risk students in the local community. After four years I see DLSMS as a shining example of what is possible in impoverished neighborhoods.

II. Educational Philosophy

9. Dedicated to transforming children's lives and our community through innovative education.
10. Continue to meet students where they are and tailor highly individualized instruction for each student along the lines of differentiated learning. emphasize the values of service, community and care. Cultivate the EQ and emotional intelligence while focusing on core subjects with an emphasis on literacy and the ability to communicate in both speaking and writing. Continue the Graduate Support program to continue success after middle school.
11. Going by metrics, the characteristics of a successful school of this type are ever increasing HS graduation rates, lower drop out rates, ever increasing standardized test scores, ever increasing college acceptance rates and lastly, an ever increasing number of students served.

III. Conflict of Interest Disclosure

12. Yes, Brad Mueller and Ryan Hawkins. Our children attend Oak Hill school together and we see these two families socially.
13. No
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No
21. I would bring this situation to the attention of the School Administrators and the Board of Education to be dealt with as they see fit.

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

Brad Mueller, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. I currently serve on the Board of De La Salle Middle School ("DLSMS") and am chair of the governance committee.
4. My motivation is very simple. I believe that all children deserve an outstanding education. DLSMS offers an outstanding education and I feel compelled to serve that mission.
5. I currently serve on the Board of De La Salle Middle School ("DLSMS") and am chair of the governance committee. I have served on the Board since 2010. I also currently serve as president of the Board of Directors of the Christian Brothers College High School Alumni Association.
6. The role of the public school charter board member is to oversee the following for the school:
 - Strategic direction
 - Development
 - Economic viability
 - Educational standardsI also believe that a board member is a marketing apparatus for the school to get the word out and secure support from the community.
7. I am a practicing attorney who is licensed in three states. I serve in executive roles within my practice group. I have experience leading an organization from my time in the military. I have children of my own and I see the value of an excellent education. All of these experiences could help DLSMS attain its goals of providing children with a top notch education.
8. Post 1st Year:
 - Students will have grown personally and in their education
 - Students' knowledge of math, science, reading, grammar and social studies will have grown exponentially.
 - The school will have a fully staffed board of directors.
 - The school's administration will be fully staffed.
 - Student recruitment will be in place and the community will understand the greatness of the school.Post 4th Year:
 - School will be known as the best charter school in the City of St. Louis
 - The school will enroll the maximum number of children possible
 - The school will have a fully staffed board of directors that is fully engaged and applies constant oversight.
 - The school's administration will be fully staffed and have matured into subject-matter experts about the school. This leadership team will work together effortlessly and will have succession plans in place such that the loss of one member would not hinder the school's progress in any way.
 - Student recruitment will be in place and the community will understand the greatness of the school.

II. Educational Philosophy

9. The school will transform children's lives through education and recognizes that you meet the child where they are and adjust the educational approach to meet those needs.
10. The school educates the children in a very personalized way. The program recognizes that all children are not the same when it comes to education. Children will improve greatly through the recognition that grade levels do not define the child's educational needs. Ability guides the education.
11. Schools that are successful have children who are learning, growing and part of the process. These schools have involved parents and communities. Test scores are empirical measures of the growth that is happening and are, therefore, improving in successful schools. Successful schools have teachers, administrators and boards that care about the mission and believe in it. The Board will need to monitor the legal considerations of the transition to charter status and will need to communicate the mission of the school to the community so that all understand the process and goals.

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

III. Conflict of Interest Disclosure

12. I believe that I know all of the board members as we currently serve as the board of DLSMS.
13. I believe that I know all of the employees as I currently serve as the board of DLSMS.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would first discuss it with board members who are not involved. I would then attempt to investigate the matter as much as possible and gather all available information. If the facts supported the existence of self-dealing, I would confront the involved entities with the information and ask for a response. Throughout this process, I would alert all necessary parties such as the Board chair and Governance chair. If self-dealing was established, I would expect that it would be ended immediately and the non-involved Board would decide on the necessary punishment. The Board would also need to evaluate and implement protections to prevent future instances of self-dealing.

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

Matt Padberg, Board Questionnaire:

I. Background

1. See attached resume.
2. Yes ... and then some.
3. I currently serve on the Board of De La Salle Middle School, including holding a position on the Finance Committee. De La Salle is doing a marvelous job and I am very supportive of De La Salle becoming a charter school so it can educate more students.
4. I want to have a positive impact on the world, beyond being a parent and raising my children. My firm belief is that the best way to change the potential course of someone's life is through education. This is critical at a relatively young age. By the time a youngster reaches college, it is too late to start. Education is the only real tool in the "war on poverty". I believe De La Salle has the right idea. Furthermore, the only thing that should be given is opportunity. The only person who can really change the course of an individual's life is that person. Other people can provide support, help, or opportunity, but that adds to naught without the efforts, belief, and faith of the individual. You cannot gift success to someone. My interest in De La Salle is not truly altruistic. I get a lot out of this. First, De La Salle is helping me raise my children more effectively. We come down about one morning a month to help make and serve breakfast. This has opened my kids' eyes to friends they otherwise would not have. This is helping my kids learn from a young age the value of compassion and charity. Second, being a part of De La Salle makes me feel like I am part of something bigger. Of something making a difference, one person at a time. When I think of my kids, I have a smile, a warmth, a happiness that I do not otherwise experience. I feel something similar when I am involved with De La Salle. Third, I can become part of helping give kids an opportunity in life that they otherwise would not have.
But, what can I give De La Salle? Passion, creativity, and a desire to help. What I lack is time. I am raising my kids on my own, so I am limited in my ability to provide hands-on help to the students directly. But, listening to Paul LaVigne's speech at the 2012 "Catch a Rising Star" banquet, I realized that I could donate my brain, so to speak. Most directly, I can help De La Salle think about how best to manage its budget and assets. This is what I do for a living. I would love to do it for charitable purposes, with no economic benefit for myself or family. I would like to help De La Salle think through strategic issues. Can De La Salle grow, either in enrollment or the grades served, yet still retain its character? What are the options? What are the pros and cons? I want to help De La Salle succeed in its mission. I want to help the children of St. Louis, the city where I was born and raised, to have a chance to determine their own future.
5. I have served on De La Salle's Board since 2012.
6. The role of any Board member of any organization is to ensure, to the best of his or her ability, that the organization is operating in a legal, ethical, and financially-responsible manner. The Board is responsible for overseeing the organization's strategy and that the management team is working effectively to achieve the organization's mission. The Board is not responsible for day-to-day management.
For a public charter school Board member, these responsibilities are the same. The different between this Board and any other are the specific applicable laws and regulations, as well as the specific mission. De La Salle's mission will stay the same - transforming the lives of children and our community through innovative education. The Board's job will stay the same - making sure that the education's gains already achieved stay in place, as well as challenge management to find new ways to further improved the school's educational outcomes.
7. First, I strongly believe in the importance of education. Education benefits both the student and society. Education, if embraced, gives the student choices. It gives the student a better future. That better future benefits society. I have a graduate degree, as well as a post-graduate certification, thereby demonstrating my commitment to education.
Second, I am a finance professional. I am helping De La Salle manages its finances and develop its strategic plan. I want to continue to do this as De La Salle becomes (hopefully) a charter school.

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

Third, I am a parent with two grade school-aged children. To some extent, I am living the educational challenges of our prospective parents. This allows me to be sympathetic to the challenges of educating children as a parent, as well as to bring my personal experiences to bear in addressing De La Salle's challenges.

8. As De La Salle is a successful school, the academic model will stay intact. The primary changes will be the following:
 - DLS will need to change facilities, as the current facility cannot handle many more students. This will happen for the 2016-2017 school year. We have not specified DLS's future facilities, but will start working on the building plan later in 2013.
 - We will slowly increase the student population from 65 today, to 75 in charter school year 1, to 120 in charter school year 4.
 - We will further enhance DLS's educational services by not only adding teachers to support the greater number of students, but also adding a social worker, a math specialist, a reading specialist, and an instructional coach. This will be phased in over time to better be able to adapt DLS's approach to these new resources. We do not want to bite off more than we can chew.
- Our goal is not to make DLS a good inner-city school. Our goal is to make DLS an excellent school.

II. Educational Philosophy

9. The school's mission is transforming the lives of children and our community through innovative education. DLS understands that children are different and that no one educational approach works for everyone. DLS emphasizes meeting students where they are: multi-age learning groups, highly individualized instruction, and cultivation of emotional intelligence.
 10. I am very familiar with the school's current and proposed educational program. In a word, it is excellent. DLS utilizes passionate educators to create passionate learners. These students start in a deficit in relation to their national peers. By inspiring and challenging these students, by working longer school days and longer school years than normal, DLS helps these students get back on track and become positioned to succeed in high school and beyond. I'm changing my description from one word to three: passionate, innovative excellence.
 11. The characteristics of a successful school are:
 - Knowing the student body and adapting the educational tools and approaches accordingly;
 - Having passion, because teaching is a very tough business;
 - Possessing adequate resources to make good on the educators' passion.
- Since DLS is, and has been, operating successfully, the Board's responsibility in the first few years is to make sure that DLS maintains its core beliefs and approaches. We do not want to mess with success; we want to expand on it.

III. Conflict of Interest Disclosure

12. As a current Board member, I know most of the other Board members. Prior to joining the Board, I knew Paul LaVigne since high school.
13. No, outside of the relationships I have formed since joining the DLS Board.
14. Yes, my brother-in-law, Wayne White, recently was hired to revamp and manage DLS's website. I had no knowledge of this prior to the contract being awarded.
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I definitely would address the issue, but I cannot answer how I would address it without knowing the specific situation and circumstances.
First, I would try to gather more information. Who is involved? Why? What are the conflicts of interest, either perceived or real?

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

Once I had a good grasp of the situation, I would engage the appropriate person or people. I would determine the best approach. This would involve discussing the issue with the person involved, or the school's management, or the Committee chairperson, the Board chairperson, or other Board members. I would be inclined to conduct these conversations in private, one-on-one or small group sessions first. Then, if necessary, I would escalate the issue to a broader audience, such as the entire Board.

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

Br. David Poos, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. I am currently a member of the Board of Directors for De La Salle Middle School at St. Matthew's. This is the school applying to become a Charter School. I learned of this decision through Board discussions.
4. I believe strongly in the mission of De La Salle Middle School. I am interested in advancing and promoting the good work being done at De La Salle for the students entrusted to their care.
5. I have served on numerous boards. Please see my accompanying resume. I have chaired boards and worked closely with boards, especially when I was the Director of Bishop Kelley High School in Tulsa, OK.
6. The role of a board member is to insure the school is true to its mission and is financially solvent. The board member should also be a strong advocate for the school in the community.
7. I have been an administrator in a secondary school for 28 years. Prior to being an administrator, I taught in a secondary school for 9 years. I am knowledgeable about education.
8. De La Salle will continue to be an outstanding school that offers a quality education for at-risk students. It will continue to provide multi-age learning groups that offer highly individualized instruction throughout an extended school day. Students will continue to be supported throughout high school and beyond. Within four years the school will double in size, thereby being able to transform the lives of twice as many at-risk students in the Ville neighborhood.

II. Educational Philosophy

9. De La Salle is dedicated to transforming the lives of at-risk students through innovative education. The school takes students where they are and prepares them to meet with success in school and beyond.
10. De La Salle's emphasis is on the academic core subjects with a double emphasis on literacy. De La Salle works hard to close the achievement gap that exists when the student enters the school. This is accomplished through multi-age learning groups that are highly individualized. De La Salle employs an extended school day, an extended school year, and an innovative Graduate Support Program to help students succeed.
11. The school is already a proven entity. It has been in existence since 2001. De La Salle needs to continue doing the great job it is doing of touching hearts and teaching minds. The school has an outstanding faculty and staff who are very committed to ensuring that each and every student meets with success.

III. Conflict of Interest Disclosure

12. I am currently on the Board of Directors for De La Salle Middle School. I know all of the current members of the Board of Directors, as well as former members of the Board of Directors. I assume most, if not all, of them will be applying to be a prospective board member for the charter school.
13. As a member of the De La Salle Middle School Board of Directors, I know most of the current staff members and several former staff members of De La Salle Middle School. I assume that most of the current staff members will be employees of the new charter school.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I imagine that I would bring this matter to the attention of the President of the school or the Chair of the Board. After discussing the matter with the appropriate person, I would further do whatever we decided was the best way to address the situation.

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

Fr. Patrick Quinn, Board Questionnaire:

I. Background

1. See resume.
2. Affirmed.
3. Currently the school operates out of a facility that is part of the parish for which I am the pastor. As such I have been aware of the schools operation, mission and desire to increase in size and scope their operations.
4. Education is one of the missions of my own religious orders—the Society of Jesus (Jesuits). In the past, our own order was able to offer quality education in the neighborhood with a parish grade school. Unfortunately we were not able to sustain our school but wish to support those who can and will provide a quality education to the children of the neighborhood. Such an education is not limited to merely skills and content for incorporation in the areas of business and commerce, rather it is for the broader development of the individual as a member of society and a member of the community. Such an education includes the development of self-confidence, leadership, character, social skills, ethical considerations, values. While these are often a part of many educational institutions, they are the focus of a school like De LaSalle.
5. I have been a part of education for nearly 35 years as a graduate student, faculty member (secondary and higher education) or staff member (higher education). I have not previously served on boards for any educational or not-for-profit corporation. My current position as pastor of a nearby parish provides me with the unique opportunity to help De LaSalle continue to develop students who learn more than what is in a textbook, but learn to become good members of the community.
6. While the vision of a school like De LaSalle has already been crafted by its founding members and organization, it is the role of board members to continue to inform that vision, support its implementation and offer our own experience and perspective to adapt it in changing times. Board members offer an outside perspective that enhances the school's own self-evaluation, strategic planning and goal setting. In addition, board members offer oversight that the school is maintaining its mission and is responsible in its use of public resources.
7. I have experience in both secondary and higher education institutions with ongoing connections to the same. I am currently a pastor at a parish in the neighborhood of De LaSalle, so I have some acquaintance with the challenges facing students for students who come from the area. And as pastor I help to engage members of my congregation, and by extension members of the neighborhood, in the areas of community, service, dialogue and values. My technical background in engineering and technology along with my experience in various educational institutions has helped me consider the social goals and values when adopting technological solutions.
8. In addition to the transition from private to charter, the first year anticipates an increase in the number of students that are a part of De LaSalle. While continuing to offer the same quality of interaction that De LaSalle has been known for, we will see an increase in momentum for new programs, facilities and interactions with the neighborhood. As the school continues to grow over the next four years, the school hopes to occupy new capable of the additional number of students as well as increased programming. In the past the neighborhood school has been a focal point for many opportunities in the neighborhood. With the possibility of new space in the neighborhood, De LaSalle is working with neighborhood groups and organizations to once again make the neighborhood school a hub of real community development. And while this roots the school more and more in the life of the neighborhood, it roots the students as well as the number of opportunities for service, interaction and reflection with the neighborhood increases.

II. Educational Philosophy

9. Education is not a commodity, rather it is a way in which students are helped to develop their own gifts and their own contribution to society. The school's frequent use of the phrase "I am somebody" seeks to develop self-confidence and that role of someone who gives as well as receives as a member of the community. For students at De LaSalle self-knowledge and self-assurance lead to a realization that each individual has something to offer, something to give-back to the community. This is apparent in their emphasis on service and on community. It is when an individual is "made whole" that they can contribute fully to society.

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

10. De LaSalle's mission recognizes the different needs of each student, acknowledging the challenges that some students from the area may face. De LaSalle has made their curriculum adaptive to these needs offering a multi-age curriculum where students are taught in groups based upon their level of proficiency and not according to their age. De LaSalle offers an extended day and extended year so that additional opportunities are available for learning. Their Renaissance and Life Skills programs are examples of such.
De LaSalle's approach to education is that it does not end when a student graduates from De LaSalle. De LaSalle seeks to place students into some of the top secondary educational institutions in the area, offering them support after graduation so that they transition well and succeed in their subsequent educational endeavors.
11. The obvious characteristics include financial stability, placement of all graduates in secondary institutions, continuity with regards to faculty, staff and in the case of De LaSalle, graduates of the school. However, success for De LaSalle goes beyond to encompass its mission of transforming the lives of students and of the community. This means both the educational development of students in their curricular goals including a double emphasis on literary as well as their overall development of the student including emotional development with an emphasis on leadership, self-confidence, social skills.
To achieve these characteristics of success, the board will need to keep the vision, the mission of De LaSalle alive in a new environment. This will require more than continuing the financial and fiscal supports but the interactive role they already possess ensuring that students achieve in areas beyond the curriculum This includes connections with institutions of secondary and higher education, connections with the community, connections with opportunities for enrichment, especially in the areas of service and reflection..

III. Conflict of Interest Disclosure

12. No.
13. No.
14. The school currently leases space from our parish, St. Matthew the Apostle Catholic Church. Details of the current lease are available upon request. If De La Salle becomes a charter school this lease would need to be renegotiated in conjunction with the Archdiocese of St. Louis.
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would talk to the president.

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

Edward Rataj, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. Through my tenure on the board of the De La Salle Middle School.
4. I am fully committed to its mission of education.
5. I have served on the De La Salle Middle School board for a number of years.
6. To provide governance, guidance and oversight to the school.
7. Teaching chess at De La Salle Middle School and South City Prep.
Coaching basketball at De La Salle Middle School.
Service as a board member of De La Salle Middle School including service on the advancement committee and endowment committee.
Background in law and accounting.
8. It will serve primarily 6th, 7th and 8th graders together with a few 5th graders after the first year with test scores rising appreciably.
After four years, it will educate 4th through 8th graders with test scores rising each year.

II. Educational Philosophy

9. De La Salle will continue to emphasize the values of *service*, *community*, and *care* in all that it does.
De La Salle emphasizes meeting students where they are: multi-age learning groups, highly individualized instruction, and cultivation of emotional intelligence.
De La Salle employs an extended school day, an extended school year, and an innovative Graduate Support Program to help students who might be several years behind to close the achievement gap and set their sights on success beyond middle school.
Focus on academic core subjects with a double emphasis on literacy – a strong culture of literacy within the school.
To transform the lives of children through education.
10. See answer to question 9.
11. A successful school needs to provide a safe environment in which learning is encouraged.
The board will need to continue the policies which have made De La Salle Middle School successful.

III. Conflict of Interest Disclosure

12. I know all of the current member of the De La Salle Middle School and most of their spouses.
13. I know all of the employees of De La Salle Middle School and some of their spouses.
14. Not that I am aware of.
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would report it to the board chairman and the president of the school and then raise it with the full board if it had not been handled to my satisfaction.

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

Mark Schuchardt, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. I was introduced to Corey Quinn through a friend from work.
4. To use my time, talent, education, drive and experience to help further the objectives of the school to better serve our community.
5. No.
6. My understanding is that I will attend board meetings, bring ideas and strategies to attention that will better the efforts of the board to continue develop the school and help support the school financially through my own support as well of others that I can introduce to the school.
7. Having 20 years in the financial services business will help me bring insight to the school to better align their efforts with their stated goals to produce a more focused and beneficial outcome.
8. In the next year the board and the school would be in greater alignment to more quickly develop the opportunities that will help to move the efforts of the board to better allow the school to serve current and future additional students. By four years the school would have accomplished their short-term objectives, succeeded and expanding the school to serve more children and surpassed the original goals.

II. Educational Philosophy

9. Vision: Excellence in educational opportunity for all.
Mission: We are dedicated to transforming children and our community through innovative education. The schools mission is to improve the lives of children in the community education and being dedicated to their success.
10. The educational program to dedicated to providing a quality education to everyone in the school and increasing the number of children they can impact in the community.
11. The characteristics would be having everyone working for the same goal to improve their efforts to serve the children attending the school. The board will need to make sure there is a common understanding of the goals and who is responsible for each role. There will also need to be an ongoing process of accountability to ensure that everyone has ownership in their role and knows the overall impact of their efforts.

III. Conflict of Interest Disclosure

12. No
13. No
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. We would bring this kind of information to the board or to someone within the school with whom we would feel confident in order to have the concern identified and addressed properly.

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

Susan Turner, Board Questionnaire:

I. Background

1. See attached resume.
2. Affirmed.
3. I have been a Board member for approximately 7 years. My neighbor, who is a teacher at De La Salle, introduced me to the school.
4. From the minute I walked in the door of De La Salle Middle School, I fell in love with the students, the teachers and the community that is present at the school. I believe that they have something very special to offer. And what I receive in return is 100 times greater than what I give.
5. I have served on several not-for-profit boards in the past. De La Salle Middle School is my first experience with an education facility. In each of my terms as a board member I have served in the area of development (i.e. fundraising).
6. I believe that the appropriate role of a public charter school board member is to support the mission of the school which is to provide quality education for all children as well as oversee the responsible use of public funds the school receives.
7. As a current board member in good standing, I will bring to the charter school board an understanding of the mission and culture of De La Salle. I also have a commitment to the students and staff to assist the school in its capacity to grow and serve more students in the future. I have a thorough understanding of the financial responsibilities of the school as well as budgetary responsibilities to be fiscally responsible.
8. As a Board we are committed to growing the school and staff to serve more students. At the end of the first year it is my hope that the school has grown by adding a grade level down (ie fifth grade) and by the end of four years we will have doubled in size and in the process of developing a new facility.

II. Educational Philosophy

9. De La Salle Middle School is dedicated to transforming the lives of children and our community through innovative education. De La Salle will continue to emphasize service, community and care in all that it does.
10. De La Salle emphasizes meeting students where they are: multi-age learning groups, highly individualized instruction and cultivation of emotional intelligence. De La Salle employs extended school day, extended school years and an innovative Graduate Support Program. The focus is on core subjects with a double emphasis on literacy.
11. I believe the sign of a successful school is in the success of its students. Not only how well the student does academically but how well it fits into the community and society in general. I believe De La Salle is committed to the whole student not just the academics. As a Board we have to endeavor make the right decisions that will guide the school in fulfilling its mission and making sure that each student is a success.

III. Conflict of Interest Disclosure

12. I am familiar with all the current board members.
13. Since I have been a board member for close to seven years, I am familiar with all the current school employees.
14. No
15. N/A
16. N/A
17. N/A
18. N/A
19. N/A
20. No.
21. I would bring it to the attention of the President of the Board as well as the President of the School.

Appendix A.2a. Current Academic Results

De La Salle Standardized Assessments: Chronology

2002-
2013
**No longer
administered**



Iowa Test--Formerly Iowa Test of Basic Skills (ITBS)

- Measures Growth and Proficiency
- 1x/year for all students: September; 2x/year for 8th graders: May
- Math, Reading, Language Arts

2002-
Ongoing



STAR Reading and STAR Math

- Measures Growth AND Proficiency
- 3x/year; 15-minute assessment can be administered any time
- Reading and Math

2012-
Ongoing



Northwest Evaluation Association (NWEA)

- Measures Growth AND Proficiency
- 3x/year: August, December, May
- Math, Reading, Language Arts, Science

Begins
Spring
2014



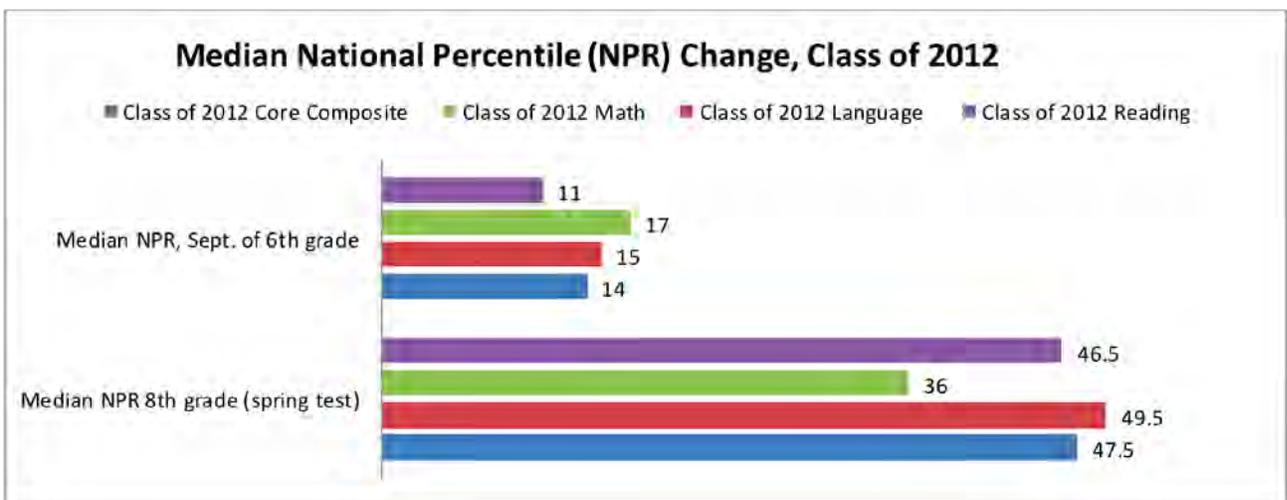
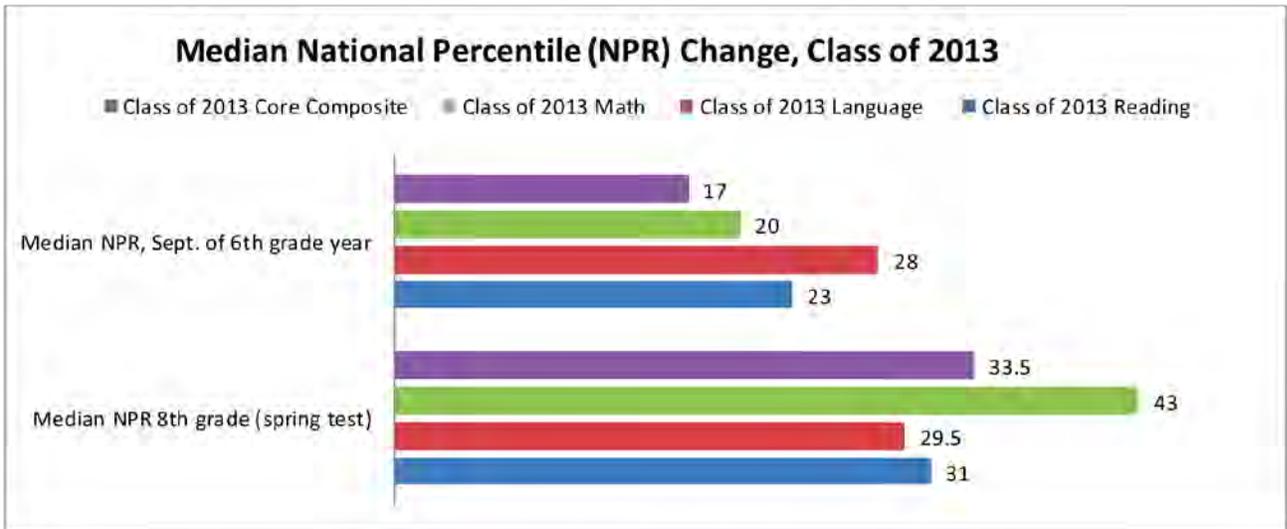
Missouri Assessment Program

- Measures Proficiency
- 1x/year: April
- Math, Communication Arts (Reading, Writing, Language), Science

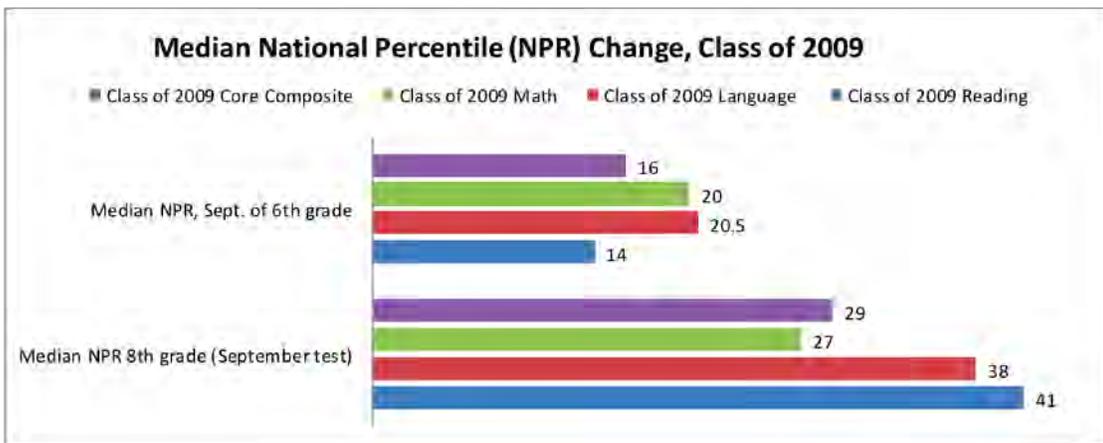
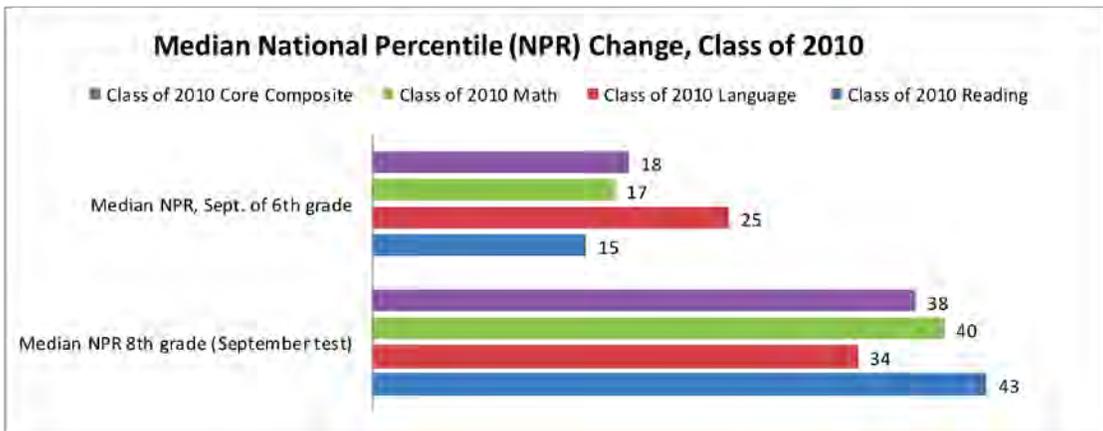
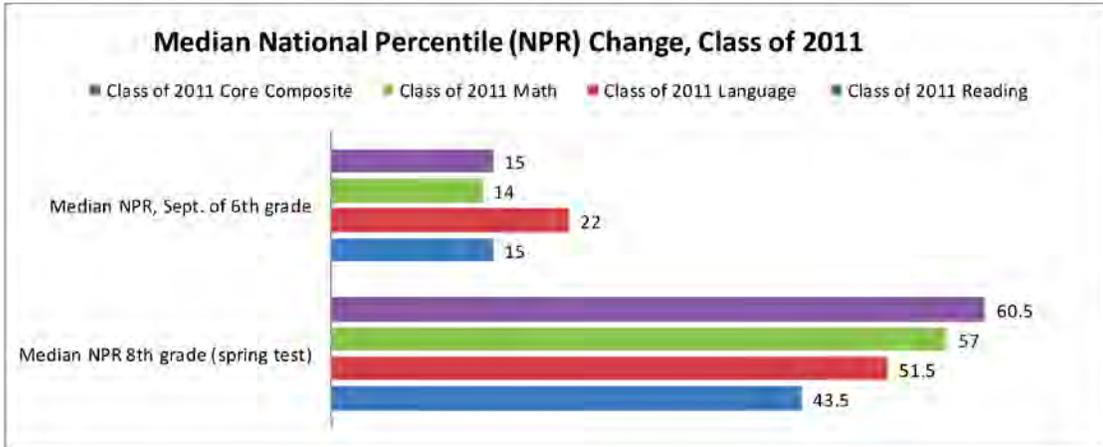
Iowa Test (Iowa Test of Basic Skills) Results

The following charts illustrate the growth seen by De La Salle graduates during the course of their time at De La Salle.

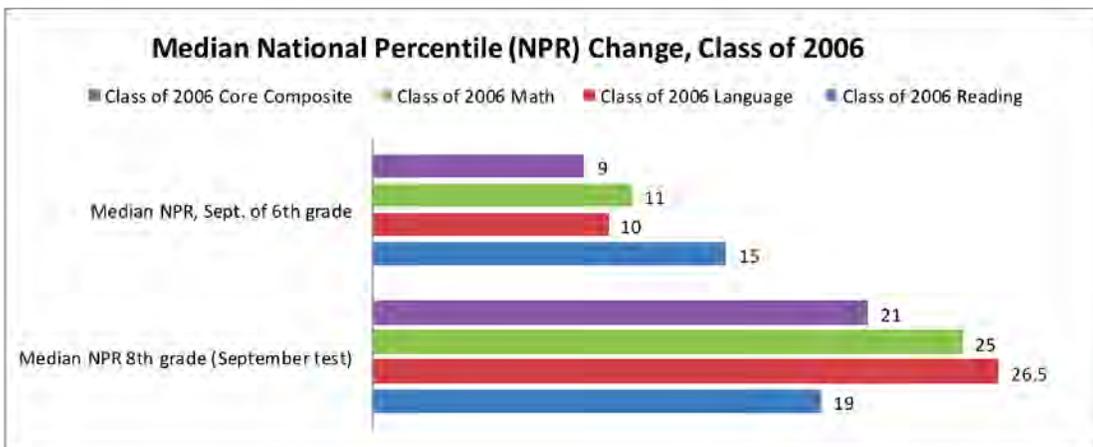
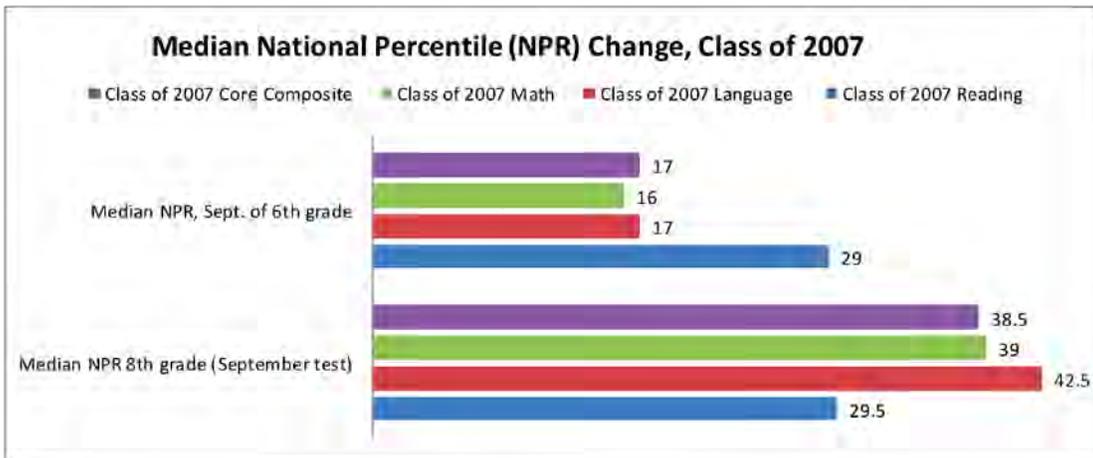
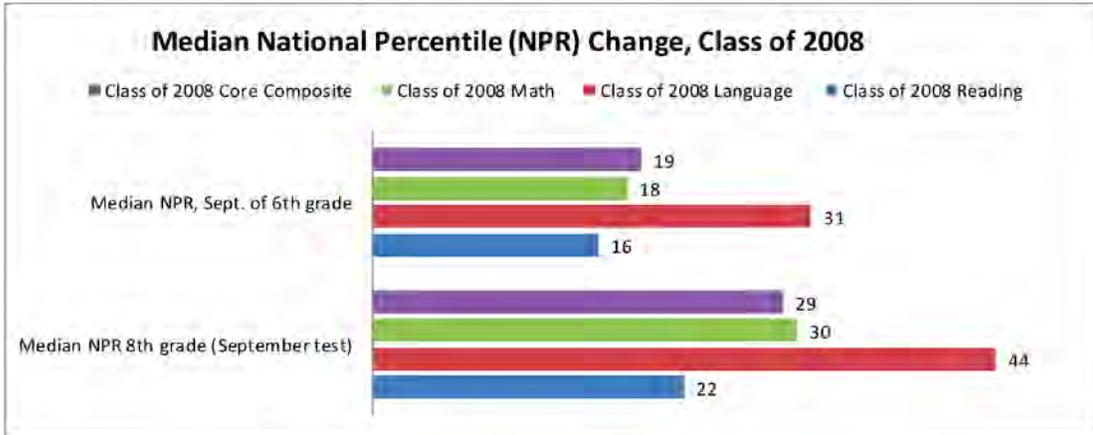
- The data shown on these charts includes test results from 100% of De La Salle graduates, from the classes of 2004 to 2013.
- No change in national percentile indicates normal growth of one grade level.
- Results for the classes of 2004-10 measure only two years of growth, as testing was administered at the start of each school year.
- Results for the classes of 2011-13 measure three years of growth, as testing was administered at the end of 8th grade.



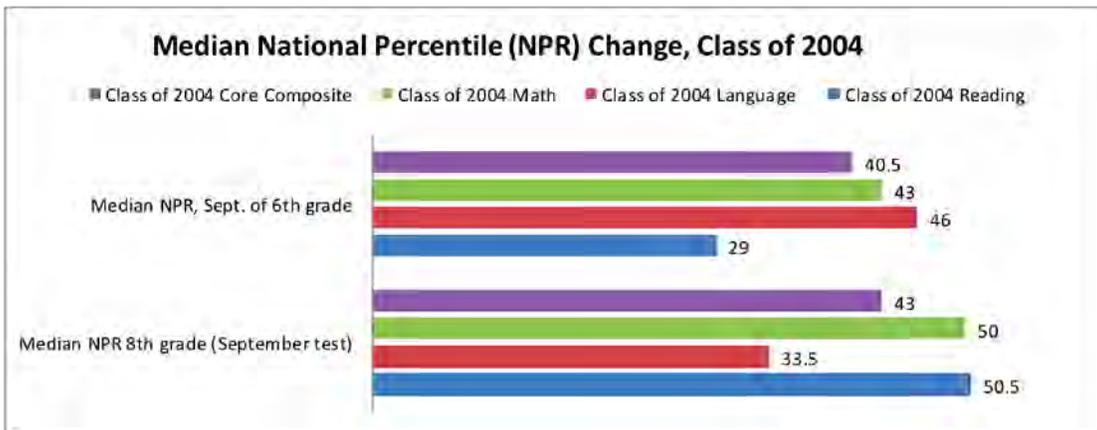
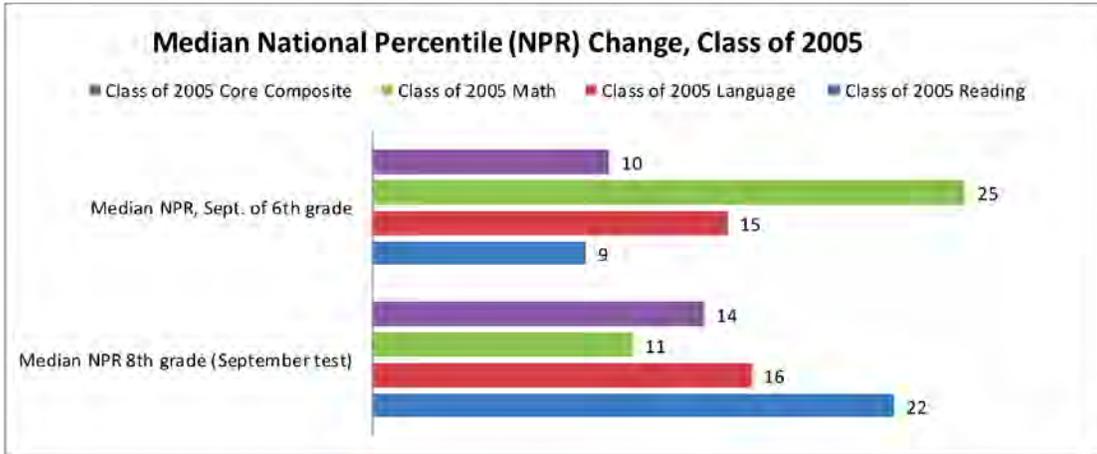
Appendix A.2a. Current Academic Results



Appendix A.2a. Current Academic Results



Appendix A.2a. Current Academic Results

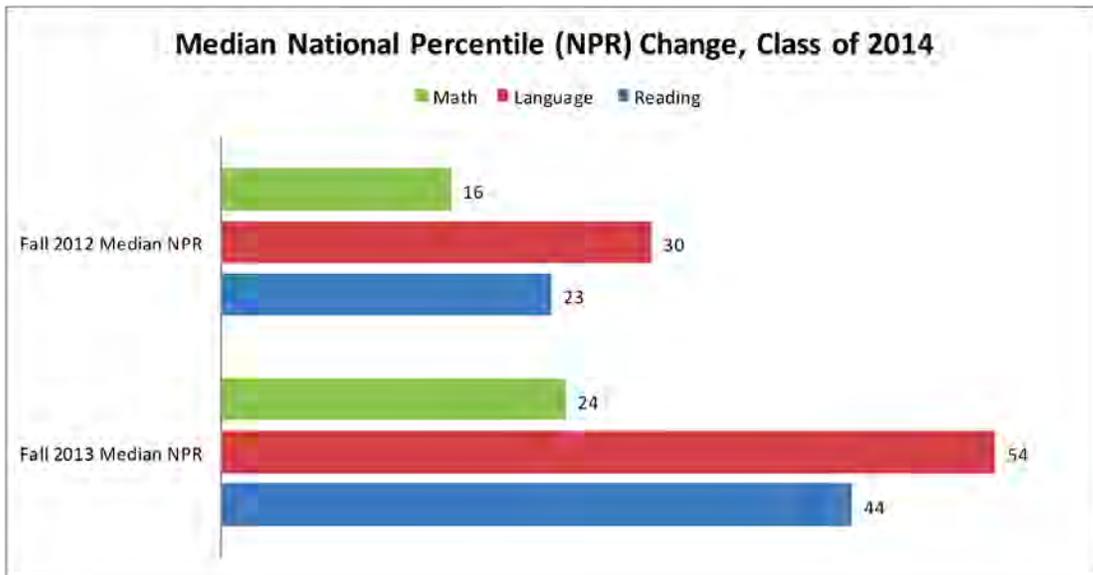
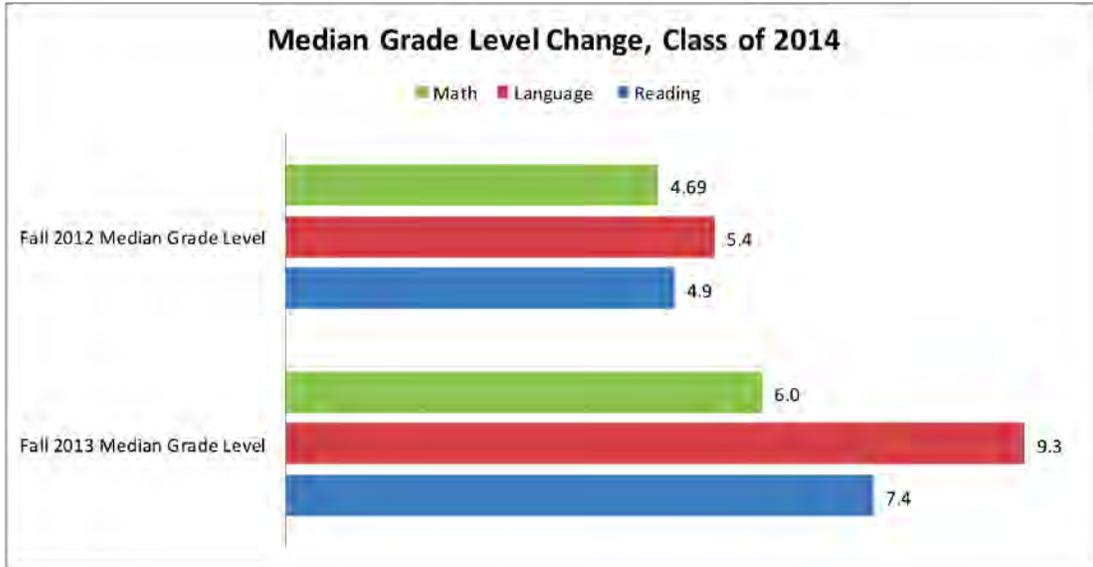


Appendix A.2a. Current Academic Results

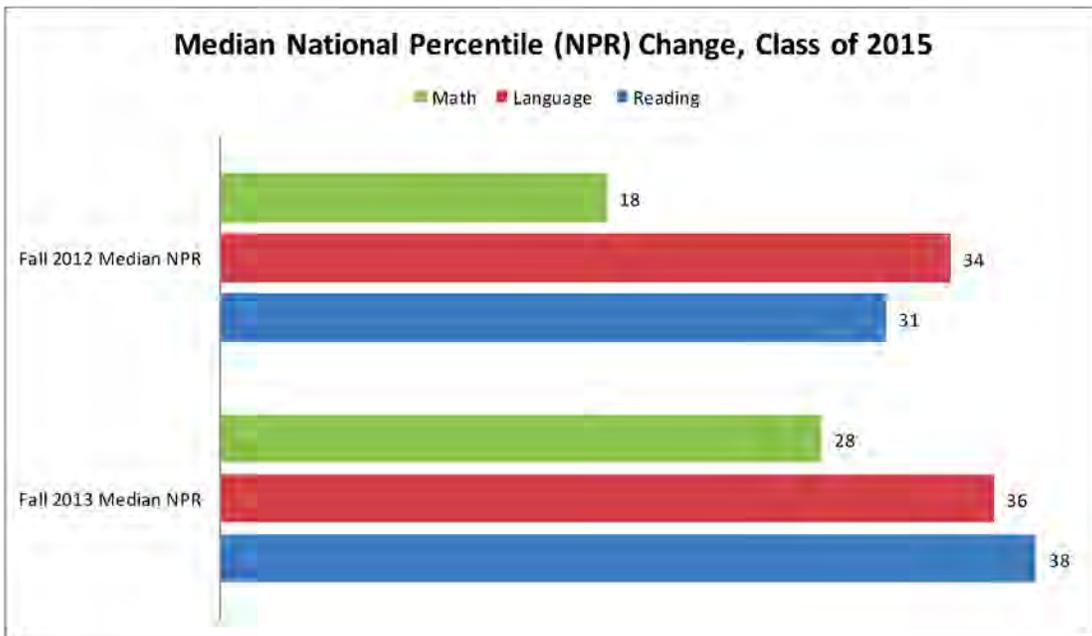
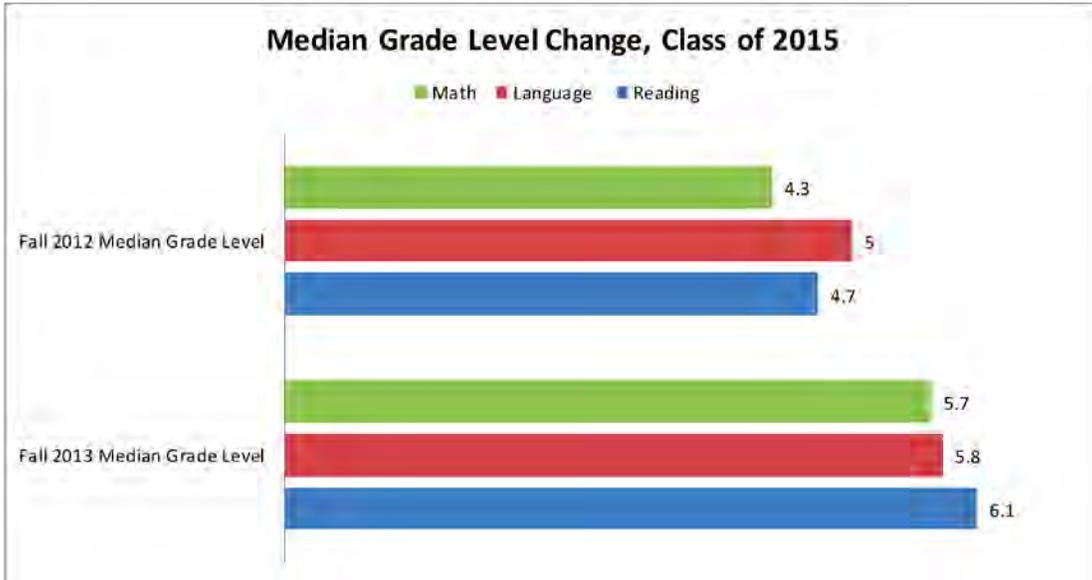
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) Results

The following charts illustrate growth seen by De La Salle students between Fall 2012 and Fall 2013 NWEA assessments.

- Fall 2012 marks the start of the NWEA MAP test implementation for all students.
- The classes of 2014 and 2015 are the only classes that have test data from both Fall 2012 and Fall 2013.
- The data includes results from all students present at the time, including students who have since withdrawn.
- No change in national percentile indicates normal growth of one grade level.



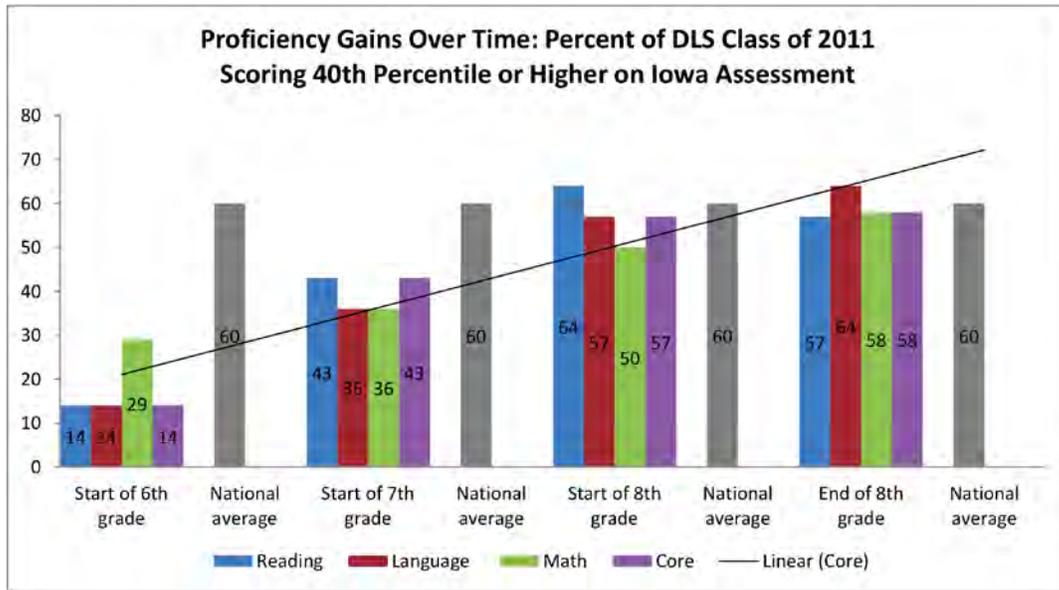
Appendix A.2a. Current Academic Results



De La Salle Proficiency Gains, 2008-13

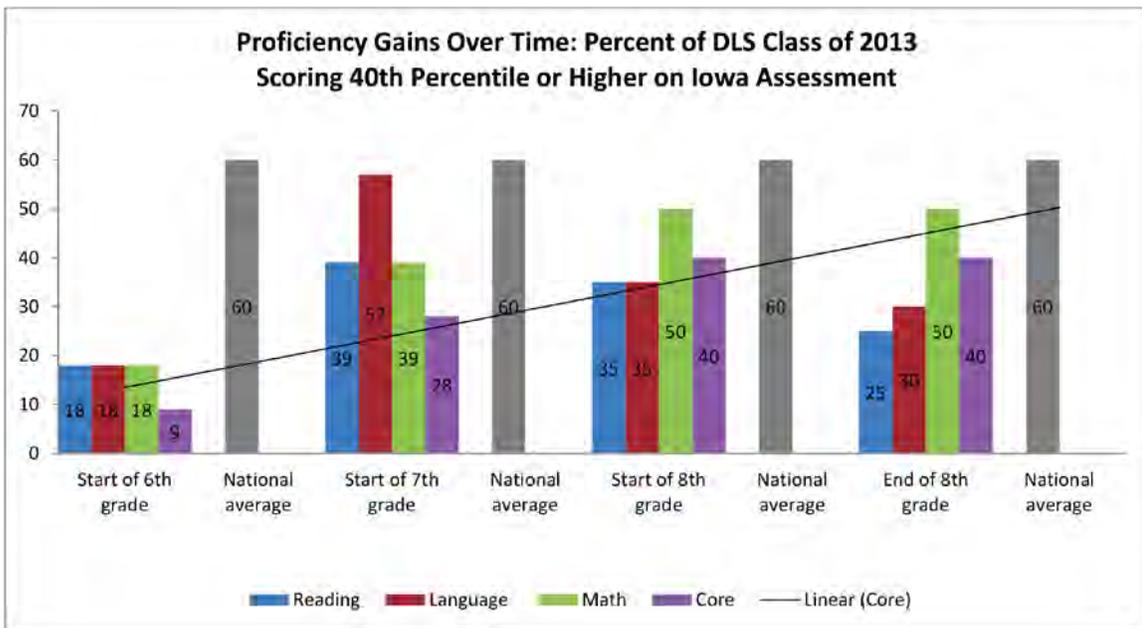
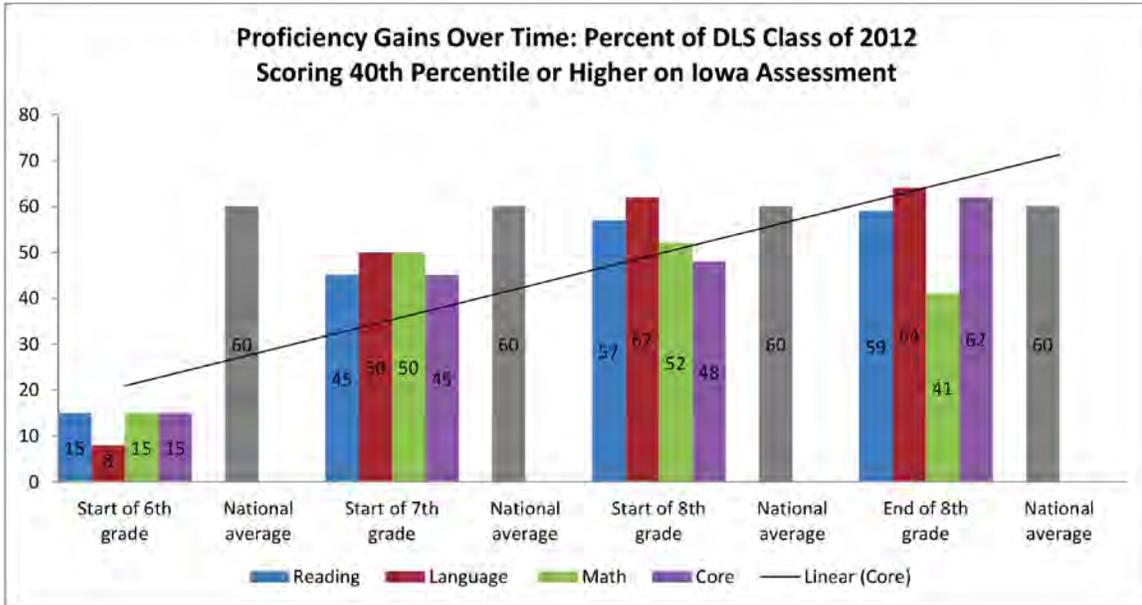
The following charts illustrate the increase in percent of students demonstrating proficiency (40th percentile or higher) on the Iowa Assessment (formerly the Iowa Test of Basic Skills).

- “Working at grade level’ and/or ‘proficient’... generally correspond[s] to ... the 40th percentile.”¹
- The data shown includes test results from 100% of De La Salle graduates, from the classes of 2011 to 2013.
- The fall 2012 and spring 2013 Iowa Test reflects new 2011 norms. Changes in class of 2013 8th grade scores may be due to changes in norms rather than to changes in performance.



¹ "STAR Why 40th percentile for benchmark.pdf." 2012. 12 Feb. 2014
<http://schoolpsychologistsll.wikispaces.com/file/view/STAR+Why+40th+percentile+for+benchmark.pdf>

Appendix A.2a. Current Academic Results

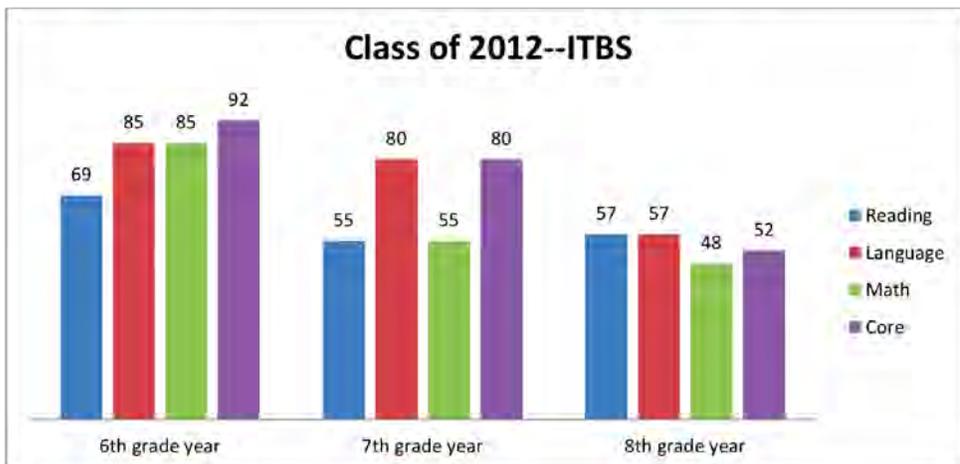
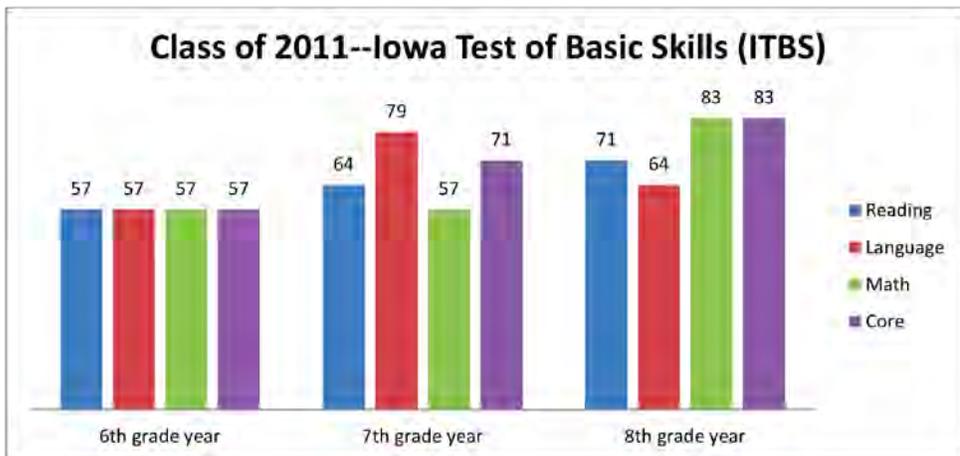


Appendix A.2a. Current Academic Results

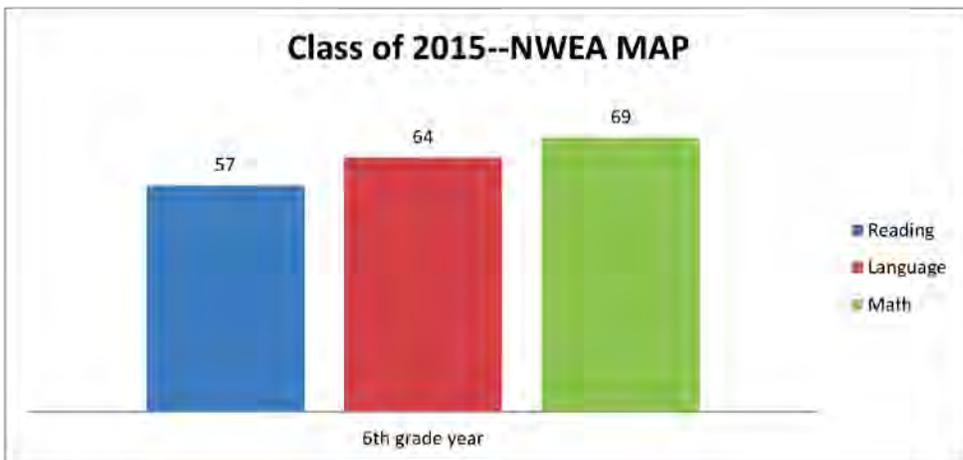
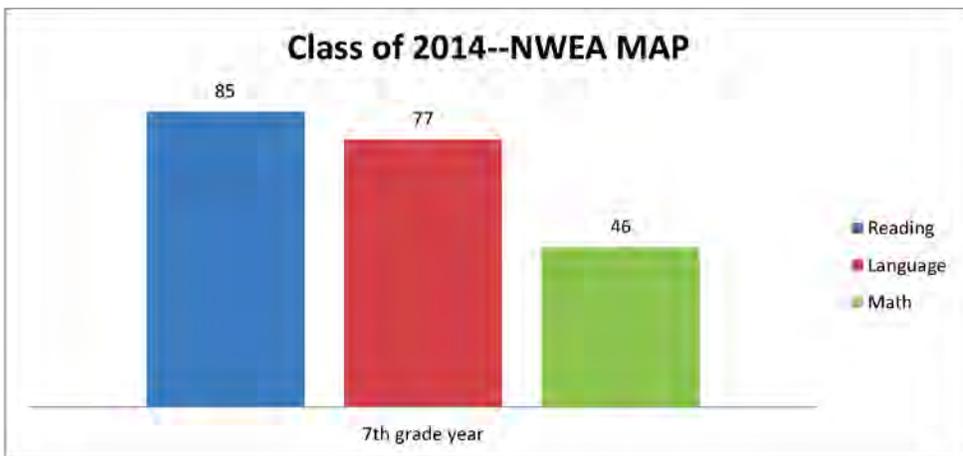
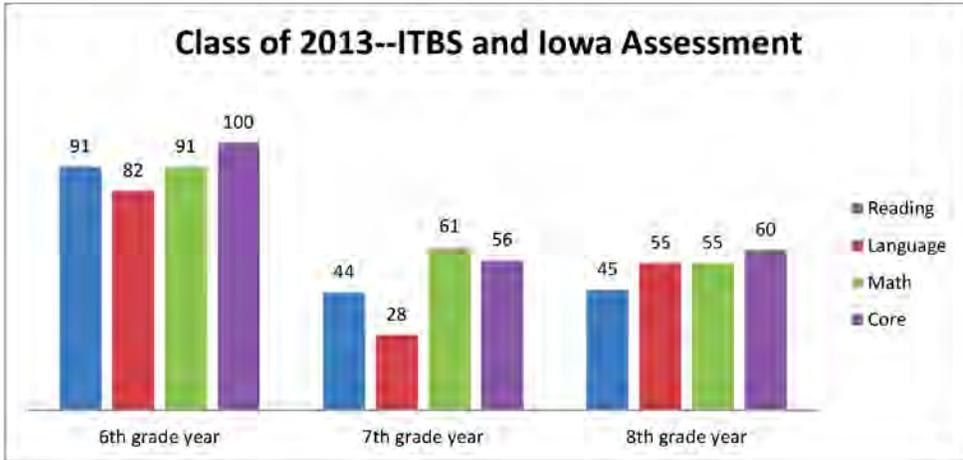
Percent of DLS Students Demonstrating Greater than Normal Growth

The following charts illustrate the percentage of students, by graduating class, showing greater than normal growth.

- Nationally, 49% of students demonstrate greater than normal growth.
- De La Salle stopped using the Iowa Assessment in the spring of 2013. It instituted the NWEA MAP assessment in the fall of 2012.
- The data shown on these charts includes test results from 100% of De La Salle graduates, from the classes of 2011 to 2013 OR 100% of current students, from the classes of 2014 and 2015.
- The fall 2012 and spring 2013 Iowa Test reflects new 2011 norms. Changes in class of 2013 7th and 8th grade scores may be due to changes in norms rather than to changes in performance.



Appendix A.2a. Current Academic Results



Appendix A.4. Annual Calendar for the First Year of Operation

- 3-10** Teacher Planning
- 11** Q1- Classes Begin
- 17-31** Interim assessments
- 27** Back to School Night

AUGUST 2015						
M	T	W	Th	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2016						
M	T	W	Th	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

- 11** Q3 Progress Report & PTC
- 12** No school
- 15** No School-Presidents Day

12: available as makeup in case of snow day

- 7** No School -Labor Day
- 11** School-wide Service Day
- 17** Q1 Progress Report and Parent-Teacher Conferences (PTC)

SEPTEMBER 2015						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2016						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 14** No Classes- College Visit Prep
- 15-18** Class college visits
- 18** Last day of Q3
- 21-April 4** Spring Break
- 27** Easter

21, 22, 23: available as makeup in case of snow days

- 2** No school—Teacher PD
- 14** Last Day of Q1
- 15-16** No School- Mid-Semester Break
- 19** Q2 begins
- 22** Report Card and PTC

OCTOBER 2015						
M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2016						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 4** No School –Teacher PD
- 5** Q4 Begins
- 5-May 13** Missouri Grade Level Assessments

- 2** No classes-Teacher PD
- 25** Early Dismissal
- 26-27** No School Thanksgiving

NOVEMBER 2015						
M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2016						
M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 12** Q4 Progress Reports & PTC
- 30** No school--Memorial Day
- 17-June 3** Interim assessments

- 3** Q2 Progress Report, PTC
- 3-17** Interim assessments
- 17** Last day of semester
- 18** No school—Teacher PD
- 21-January 11** No School—Winter Break
- 18, 21 and 22:** available as makeup in case of snow days
- Semester 1: 87 days*

DECEMBER 2015						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2016						
M	T	W	Th	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 3** 8th grade graduation
- Last of DESE-funded 174 days of “regular school year”
- Semester 2: 87 days*
- 6** No school
- 7-30** Optional Summer School 4th - 7th gr., 8a-3p (18 days): *summer school hours, per DESE policies and standards)*

- 1** New Year’s Day
- 12** No school—Teacher PD
- 13** Q3- First day of school
- 18** No School: MLK Day

JANUARY 2016						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY 2016						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 4** Independence Day
- 1-Aug.8** Summer Break

No School

No Classes: PD or staff day

Key Date



**University of Missouri
Office of Charter School Operations – MU College of Education
La Salle Performance Contract 2015-2018**

As the official charter school sponsor of La Salle Charter School (La Salle), the University of Missouri-Columbia (MU) 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. In the first four years of the charter, the board of La Salle shall:

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.

Finances

The school depends on the board maintaining proper fiduciary responsibility. In the first four years of the charter, La Salle shall:

3. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
4. 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.

Compliance

Schools maintain and submit large amounts of data to all regulatory authorities. MU monitors compliance of all these requirements using Epicenter (though it maintains the right to change that system at any time). In the first four years of the charter, La Salle shall:

5. Maintain a 90% compliance rate in Epicenter (or other system) for submitting required data and reports.
6. Consistently comply with DESE reporting requirements and requests, including MOSIS submissions and Tiered Monitoring requirements.

Appendix A.7. Performance Contract

Environment

La Salle measures satisfaction with school climate internally, and MU assesses it using various measures, as needed. In the first four years of the charter, La Salle shall:

7. Promptly and adequately answer any and all issues or complaints raised on an MU site visit report, or in a public complaint.
8. Maintain 60% parent involvement in school events.

Teaching and Learning

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 four years of the charter, La Salle shall:

9. 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.
10. Meet MSIP-5 academic achievement targets below:

Indicator	2015	2016	2017	2018
Academic Achievement		Approaching	On Track	On Track
Subgroup Achievement		Approaching	On Track	On Track
High School Readiness		Approaching	On Track	On Track
Attendance		Approaching	On Track	On Track
Overall APR				At least 70%

La Salle and MU agree that substantial failure to meet any of the ten (10) terms of accountability will cause La Salle 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 four years. In the fourth year, La Salle and MU will determine, based on MU 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 six years of the proposed, renewed charter.

In agreement:

Deb Carr, Executive Director
MU Office of Charter School Operations

, Chair
La Salle Board of Directors

LA SALLE:

2015-2016 PARENT AND STUDENT HANDBOOK

4145 KENNERLY AVE
ST. LOUIS, MISSOURI 63113
314-531-9820

Welcome Letter

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Appendix

Introduction to La Salle

Vision

Excellence in educational opportunity for all

Mission

We are dedicated to transforming children and our community through innovative education.

Values

- ❖ *Care*
- ❖ *Inclusivity*
- ❖ *Community*
- ❖ *Service*
- ❖ *Justice*
- ❖ *Zeal*

Philosophy of Education

The staff of La Salle believes that the purpose of education is to create learning experiences that are liberating and empowering. This belief necessitates the education of the whole person in his or her developmental needs. Our students seek that empowered sense of self that comes from learning and testing new skills and goals in the presence of strong mentoring, support, and exposure to diverse role models.

We, in partnership with parents and guardians, believe that each student can excel in academics and in life regardless of environmental influences, socioeconomic status, or race/ethnic background.

La Salle sees its mission as giving due emphasis to the human, cultural and intellectual development of its students to prepare for success in high school, college, and the workplace.

MOTTO: I Am Somebody
MASCOT: Stars
COLORS: Blue and Gold
GRADES: 5, 6, 7 and 8

Non-Discrimination Policy

La Salle reaffirms its belief that every student regardless of race, creed, color, sex, cultural, or socioeconomic status or disabling condition be given equal opportunity for educational development. We are committed to providing an educational environment free from unlawful harassment. Specifically, the school and its employees shall not participate in any harassment based on gender, race, English proficiency, or nationality or other basis impermissible under the law. Further, no student shall be allowed to participate in any harassment based on gender, race, or nationality or other basis impermissible under the law.

La Salle: The NorthSide Center for Learning
4145 Kennerly Ave.
St. Louis, MO 63113

Phone: 314 531-9820
Fax: 314 531-4820

www.lasallewebsitesbd.org

La Salle Personnel

President	Corey Quinn	cquinn@delasallems.org	Ext. 14
Principal	Phillip Pusateri	ppusateri@delasallems.org	Ext. 15
Assistant Principal	Andrew M. Long	along@delasallems.org	Ext. 24
Administrative Assistant, Recruitment Coordinator	Sherida Williams	swilliams@delasallems.org	Ext. 10
Counselor	Amber Cline	amber.niagroupstl@yahoo.com	
Director of Operations	Melissa Brickey	mbrickey@delasallems.org	Ext. 20
Teaching Staff:			
English Language Arts, Social Studies	Martha Altvater	maltvater@delasallems.org	Ext. 19
English Language Arts	Emily Burghoff	eburghoff@delasallems.org	Ext. 23
Mathematics, Technology Coordinator	Mike Hall	mhall@delasallems.org	Ext. 21
Reading Coordinator, English Language Arts	Amanda Henry	ahenry@delasallems.org	Ext. 23
P.E., Paraprofessional	Bridget Kennedy	bkennedy@delasallems.org	
English Language Arts, Paraprofessional	Megan McShane	mmcshane@delasallems.org	
Mathematics, Social Studies	Nick Odem	nodem@delasallems.org	Ext. 22
Science	Jennifer Tyndall	jtyndall@delasallems.org	Ext. 16
Graduate Support Staff:			
Director of Graduate Support	Christine Holladay	cholladay@delasallems.org	Ext. 11
Graduate Support Advisor	Alina Baietti	abaietti@delasallems.org	Ext. 12
Cafeteria Staff:			
Cafeteria Manager	Pam Eddington	peddington@delasallems.org	Ext. 18

General Information and Policies

Daily Schedule

Monday – Friday

Students arriving before 7:00 am must wait outside until the building opens at 7:00 am. There will be no adult supervision outside.

7:00 a.m.	Building open
7:15 a.m.	Breakfast available for students
7:35 a.m.	Breakfast ends.
7:40 a.m.	Morning Assembly
7:55-8:15 a.m.	Homeroom and start of first period class
8:15 a.m.	Classes Begin

Monday, Tuesday, Wednesday

5:15 p.m.	Dismissal
-----------	-----------

Thursday and Friday

4:00 p.m.	Dismissal
-----------	-----------

On days which there is an **early dismissal** that time will be considered **1:00pm** unless otherwise noted.

7:40	Assembly
8:00-8:07	Homeroom
8:10-9:07	Core 1
9:10-10:07	Core 2
11:10-12:07	Core 3
12:07-12:31	Boys Recess Girls Lunch
12:31-12:55	Boys Lunch Girls Recess
12:55-1:15	Drop Everything And Read (DEAR)
1:15-2:12	Core 4
2:15-3:12	Core 5
3:15-4:12	Renaissance
4:15-5:12	Renaissance

**La Salle
2015-2016 Calendar**

- 3-10 Teacher Planning
- 11 Q1- Classes Begin
- 17-31 Interim assessments
- 27 Back to School Night

AUGUST 2015						
M	T	W	Th	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2016						
M	T	W	Th	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

- 11 Q3 Progress Report & PTC
- 12 No school
- 15 No School-Presidents Day

12: available as makeup in case of snow day

- 7 No School -Labor Day
- 11 School-wide Service Day
- 17 Q1 Progress Report and Parent-Teacher Conferences (PTC)

SEPTEMBER 2015						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2016						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 14 No Classes- College Visit Prep
- 15-18 Class college visits
- 18 Last day of Q3
- 21-April 4 Spring Break
- 27 Easter

21, 22, 23: available as makeup in case of snow days

- 2 No school—Teacher PD
- 14 Last Day of Q1
- 15-16 No School- Mid-Semester Break
- 19 Q2 begins
- 22 Report Card and PTC

OCTOBER 2015						
M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2016						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 4 No School –Teacher PD
- 5 Q4 Begins
- 5-May 13 Missouri Grade Level Assessments

- 2 No classes-Teacher PD
- 25 Early Dismissal
- 26-27 No School Thanksgiving

NOVEMBER 2015						
M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2016						
M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 12 Q4 Progress Reports & PTC
- 30 No school-Memorial Day
- 17-June 3 Interim assessments

- 3 Q2 Progress Report, PTC
- 3-17 Interim assessments
- 17 Last day of semester
- 18 No school—Teacher PD
- 21-January 11 No School—Winter Break

DECEMBER 2015						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2016						
M	T	W	Th	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 3 8th grade graduation
- Last of DESE-funded 174 days of “regular school year”
- Semester 2: 87 days
- 6 No school
- 7-30 Summer School 4th - 7th gr., 8a-3p (18 days): summer school hours, per DESE policies and standards)

- 1 New Year’s Day
- 12 No school—Teacher PD
- 13 Q3- First day of school
- 18 No School: MLK Day

JANUARY 2016						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY 2016						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 4 Independence Day
- 1-Aug.8 Summer Break

No School	
No Classes: PD or staff day	
Key Date	

Inclement Weather

In case of severe weather or other emergencies, parents and guardians should watch the primary St. Louis television stations to see if La Salle is listed. School Administration will determine whether to close school based on the best available information regarding weather and bus travel. If it becomes necessary to dismiss classes during the day, the local television and radio stations will be alerted. Parents are responsible for providing the school administrative offices and their students' teachers with accurate, current telephone and email contact information. If parents are not home during the day, they should talk to their students so they have a plan of where to go in the event of an emergency dismissal. Check school cancellation listings on KSDK, KMOV, or KTVI television stations or on ksdk.com or kmov.com.

Crisis Plan & Emergency Procedures

In the event of an emergency closing or crisis, parents will be contacted and the Crisis Plan will be followed. Teachers and faculty have received training on the Crisis Plan and practice as needed. Although we hope never to need to contact you with a crisis, we must have current phone numbers for both parents/guardians and people to contact in case of emergencies.

To remain in compliance with the state law, fire drills are held once a month during the school year, and tornado drills are held twice a year. School Administration, in cooperation with the city fire and police departments, will coordinate the school safety program.

At all times parents should encourage their children to obey the following safety rules:

- **Walking to school.** Students are to cross streets at stop signs and/or corners.
- **Snowballs.** Throwing snowballs on school grounds is not allowed.
- **Fire and Intruder drills.** Fire and Intruder drills are conducted on a regular basis. All students are made aware of the exits and precautions to be taken.
- **Tornado warnings.** If a tornado warning is in effect, the students will be taken to a safe place. If a tornado warning occurs near dismissal time, students will not be sent home until the warning has been canceled.

Visitors

All individuals (regardless of their affiliation to a student or staff member) must register at the school office to obtain a visitor's pass. The pass must be visibly displayed the entire time the individual is on the school grounds. Visitors (regardless of their affiliation to a student or staff member) are not to go directly to classrooms for any reason.

Media Release

All students of La Salle are required to sign waivers indicating their willingness to be videotaped and/or photographed for pedagogical study and public relations by staff and public media agencies.

Phones in the classroom or office

Students may use school phones only with staff permission.

Emergency Forms

It is absolutely necessary that we have an emergency form on file for each family. The emergency forms will be filled out as part of the registration process. The forms will be kept in a

secure area. If any information on this form changes during the year, the office should be notified, in writing, immediately. It is extremely important that the school be able to easily and quickly reach at least one parent or guardian at any time during the school day.

If a student becomes ill or accidentally injured during the school day, the principal, administrative assistant, or teacher will contact the parent or person indicated on the family's emergency form. If the parent, family physician, or the adult listed on the emergency form cannot be reached, a healthcare professional will be contacted and the matter will be put into his/her hands.

Students of Legal Age

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Student Educational Records

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Student Records

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Medical Policy

Health Information Records

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Illness

If a child has a sore throat, earache, skin rash, eye infection or elevated temperature of 99.6° F or higher, he or she should be kept at home. If a child becomes ill during the school day, parents will be contacted at home or work. Parents are responsible to have their child picked up and taken home. The child will not be dismissed without an authorized adult to accompany him/her home. The parent or guardian must sign the child out at the school office.

Immunizations

Missouri state law requires that every child's parents present to the school proof of immunization from communicable disease. This information must be on file for every student. The Department of Public Health requires proof of immunity from Diphtheria, Pertussis, Tetanus, Poliomyelitis, Measles, Rubella, and Hepatitis B. The mumps vaccine is strongly recommended.

According to Missouri law, any child whose parents have not presented proof of the required health examination and immunizations shall be excluded from school. Documentation is due by Thursday, August 27. If there is a medical appointment made for an examination/immunization, notify the school immediately.

Medications

(PENDING LEGAL CLEARANCE) Most medication does not need to be administered at school. Any medication that is given three times a day should be given at home (morning, after school, and bedtime.)

Ideally, all medication should be given at home. However, some students are able to attend school because of the effectiveness of medication in the treatment of chronic illnesses or disabilities. If a

medication (prescription or over-the-counter) must be given at school, the following requirements must be met.

1. An **emergency authorization form** must be on file in the school listing the name of the child's physician and telephone numbers.
2. There must be a **written physician's note** for the medication with the name of the student, the name of the medication, and dosage. A current prescription label on the container may serve as the physician's note.
3. School must have on file **written permission from the parent/guardian** requesting that the school comply with the physician's note.
4. The school has the right to call the physician to clarify a medication order.

If your child requires Tylenol, Ibuprofen or Pepto-Bismol, you need a physician's note. Contact your physician to have the note on file at school in case your child needs medical attention.

All medication sent to the school must be given to school personnel. Medication will be secured in a locked cabinet under the supervision of the administration in the office. Students may not carry medication on their person, with the exception of metered-dose inhalers when properly registered with the school. A trained staff member has been assigned to administer medication. Proper documentation must be kept on every dose given.

Physical Examinations

Students newly entering the school should have a complete physical examination if they have not had a physical in the past 12 months. Your child should have a verification and/or report of the physical examination on file at school.

Communicable Diseases

When a child has been absent due to a communicable disease, a doctor's note must be presented to the teacher upon returning to school.

The following diseases require exclusion from school: Scabies, Chicken Pox (not less than six days after eruption), German measles (five days after appearance of rash), and mumps (nine days and until all swelling is gone), head lice, and conjunctivitis or "pink eye" (may return to school with a doctor's note).

School Exclusion

According to Missouri law, any child whose parent has not presented proof of the required health examination and immunizations shall be excluded from school. Failure to comply with this by September 15 will result in your child being refused admittance to school.

Students with Significant Medical Conditions

A student enrolled at La Salle who has a significant or potentially life-threatening medical condition may require special consideration. The parent/guardian will fully inform the school about the particular condition. The school will take steps to obtain the information necessary to understand the condition, its manifestations in the school setting, and any specific adjustments or plans for an emergency response which may be necessary in order to provide the student with a healthy and safe environment.

Child Abuse/Neglect by a Parent/Guardian

If school personnel suspect child abuse or neglect by a person responsible for a student's welfare, they are mandated by the state of Missouri to report the suspicion to proper authorities.

Eye Protection

La Salle staff will update policy based on the “MCPSA Model Policy Series” and legal review.

Student Group Use of School Facilities

La Salle staff will update policy based on the “MCPSA Model Policy Series” and legal review.

Volunteers and Chaperons

La Salle staff will update policy based on the “MCPSA Model Policy Series” and legal review.

School Climate

Community Events and Celebrations

La Salle values the cultivation of meaningful and equitable relationships in our mission of transformation for the community in order to foster a positive school climate. We strongly encourage community involvement, through activities such as the Back to School BBQ, bi-quarterly parent conferences, athletics, academic events, socials, graduation, and dances. During monthly school-wide celebrations, known as Star events, the school community and guests come together over a meal to commend the accomplishments of the students, and to highlight the achievements of one student voted on by the student body to be Star of the Month. This student is chosen because he or she demonstrated academic achievement, service to others, social and relationship development, responsibility and an understanding of the value of what it means to be part of a family.

Other elements of La Salle’s school program that effectively enhance the school climate are home visits to incoming students and teachers greeting the students before entering the building and the classroom. This practice provides an opportunity for the educators to set a positive, cordial tone for the day and class and to become aware of any students who seem upset and not ready for learning. This triage time gives staff an opportunity to work with a student before he or she disturbs the educational time for the other students. In addition, each morning and afternoon school-wide assemblies provide a forum for information sharing, reflection, and recognition. Further, a weekly “Advisory” class on Thursday mornings builds school climate. In Advisory, small groups of students and faculty meet to explore topics such as college selection and admission, resume writing, character, bullying, diversity, and goal setting

Extracurricular Activities

All extracurricular activities outside of school hours must be approved by the principal of La Salle. These activities must have an evident educational purpose. The purpose of the activity and the requirements for participation must be clearly defined. A member of the faculty or an adult who has gone through the orientation process should act as moderator of the activity and should be present at all times during the activity. Written parent/guardian permission must be obtained for a student to participate in extracurricular activities outside of school hours.

La Salle’s program of extracurricular activities is designed to help meet the social, cultural, vocational, and physical needs of the students. Participation in such activities, including sports teams, is a privilege.

Student Publications

Student publications—print and electronic—must be the work of students under the leadership and careful supervision of faculty.

Sportsmanship

La Salle students, volunteers, and staff should strive to be models of ethical behavior and sportsmanship in all athletic events. Administrators, coaches and moderators should consistently model and emphasize the importance of ethical behavior and sportsmanship and should frequently emphasize its importance to participants and spectators, including parents and other fans.

Students and parent/guardians must sign and abide by the La Salle Code of Conduct for Student-Athletes and the Parent/Guardian Sportsmanship Agreement, respectively, in order for a student to join and remain a member of any school-related sports team.

Parent Visits

Parents should feel free to enter the building to discuss relevant topics with the principal or assistant principal and/or to take part in school activities. To make your time and ours most productive, we ask that you call to schedule the conversation. Moreover, if you wish to talk to a teacher, you may make an appointment either by writing a note, sending an email, or calling the school to arrange a time that is convenient to both parties. Teachers will not be called from their classrooms to talk to a parent while classes are in session.

Parent-Teacher-Association (PTA)

La Salle's Parent Teacher Association (PTA) provides an opportunity for parents and family members of La Salle students to build community in support of the school, to support school goals of student learning and achievement, and to influence decisions on school programs. All La Salle parents and family members are invited to participate in open PTA meetings. Parents are also encouraged to serve in leadership positions within the organization (including family and community liaison, event coordination, and recruitment committee). The PTA will also plan efforts and activities to encourage parent involvement in the school and community among families.

Parent and School Communication: A Team Approach

Parent-teacher communication is an important factor in your child's education. We encourage informal talks and email exchanges with teachers. In order to keep you up to date on what is happening, you will have access to an online school calendar, the School Information System, as well as other information sent home with the students.

Folders/yellow envelopes will be sent home with your child approximately monthly. The envelope will contain information to keep parents up to date with school-related issues and activities.

Your observations at home are as important as teachers' observations when it comes to your child's education. Be sure to let the teachers know about special occasions in your family or any changes that take place in your child's life (birth of sibling, divorce, death of a loved one, etc.).

Parental cooperation is essential to a child's education. Current research shows that the more involved parents are in the educational process of their child, the better their child performs. Parental involvement includes the following:

- Attendance at the parent-teacher conferences
- Showing interest in homework assignments
- Reading nightly with your child
- Checking your child's planner each night
- Participating in school events, especially extracurricular activities
- Volunteering at your child's school

Parent/Teacher Conferences

There are approximately six scheduled parent/teacher conferences per year. These are scheduled at progress reports and at mid-semester report cards. These meetings allow teachers, parents, and students to review the progress reports and report cards together. This communication between parents, teachers, and students is very helpful in setting a climate for cooperation between home and school and in letting the children know that parents are interested and actively concerned about their school life. Parents are asked to attend all parent/teacher conferences. If unable to attend, parents need to arrange a time with the teacher/s to communicate about the child's progress. In addition to these conferences, a parent is welcome to call the school to make an appointment with a teacher at any time during the year.

Change of Address/Telephone

Please notify the school office in writing whenever there is a change in home or work address or telephone number. **In the event of an emergency, it is very important that the school have up-to-date information for our records.**

School Conduct

Philosophy

The philosophy behind discipline at La Salle is rooted in a balance of grace and accountability. We acknowledge that students in our community must be free to make choices, and within those choices accept the consequences. To implement this philosophy, La Salle has adopted the BIST (Behavior Intervention Support Team) model of behavior modification¹. Through BIST, students learn proper behavior through logical consequences for their choices, rather than vengeful, anger-induced punishments. BIST puts the responsibility and accountability of choice on the student. Students 'get in trouble' at school because they either don't know any better, test limits, or they cannot manage their emotions. The BIST program seeks to help teachers, administrators, parents, and students learn techniques to affect positive change and create a healthy learning environment for all. At La Salle, there are two school-wide rules to follow: to never disturb learning and to never be hurtful. Through our discipline program, the students learn three important emotional life skills:

1. a student can be productive and follow directions even if they have strong emotions;
2. a student can be productive and follow directions even if others are not okay, and
3. a student can be productive and follow directions even if he or she does not want to.

La Salle applies BIST in order to turn punishment into learning through teachable moments. The BIST system utilizes five major elements: a redirect, a safe seat, a buddy room,

¹ <http://www.bist.org/about-us/evidence-based-outcomes>

processing, and recovery. This multistep intervention system calls for the student and the teacher to “process” the incident, identifying the action and the emotions involved and developing a plan to prevent the behavior from happening in the future. Behind the BIST process is a goal to promote an atmosphere of “recovering” one’s ability to overcome emotional challenges and re-enter the learning environment.

Teachers approach behavior management from a protective, rather than punitive standpoint. Under no circumstances should the teacher raise her voice to the child or use sarcasm toward the child. Teachers are to manage their own emotions when challenged. In addition to the BIST system, La Salle teachers use traditional, non-confrontational, classroom management methods such as proximity, eye contact, and engaging lessons, practice routines and systems.

The school will also utilize an Incentive Program, through the philosophy of PBIS (Positive Behavior Intervention System) in which students will gain or lose rewards according to their behavior.

When students with Individualized Education Plans receive discipline, La Salle staff will follow IDEA policies, including conducting, as required, a manifestation determination to determine if the child’s behavior is linked to his or her disability.

Discipline Infractions and Consequences

Level 1 - Classroom Level Interventions / Consequences

Teachers use the following interventions to help students change behavior in the classroom. Examples of Level 1 Interventions are: redirection, warning, loss of privileges, seat change, safe seat, reinforcement of appropriate behaviors, deduction of points from their student account.

Level 2 - Appropriate when Level 1 Intervention / Consequence has been ineffective

Teachers use the following interventions to help the students change behavior in the classroom. In some cases, referral to the Assistant Principal/Principal may be necessary. Examples of Level 2 Interventions are: parent/guardian contact, think sheet, conference with Teacher/Assistant Principal, meet with the Counselor, suspension of privileges, deduction of points from their student account.

Level 3 - Appropriate when Level 2 Intervention / Consequence has been ineffective

The Assistant Principal / Principal / Teachers will use these interventions when Level 1 and 2 interventions have not been successful. Examples of Level 3 Interventions are: Parent / Guardian notification required, recovery, Student Training and Accountability Process (STAP), consultation with Counselor, participation in counseling group, in-school suspension, Saturday detention, campus clean up, suspension, behavior contract.

Level 4 - Appropriate when Level 3 Intervention / Consequence has been ineffective

The Assistant Principal / Principal / Teachers will use these interventions when Level 1,2, and 3 interventions have not been successful. Examples of Level 4 Interventions include: Parent / Guardian notification required, recovery, Student Training and Accountability Process (STAP) Level 2, meet with Counselor, participation in small counseling group, in-school suspension, out-of-school suspension, campus clean up, Saturday detention, behavior contract required

Level 5 - Appropriate when Level 4 Intervention / Consequence has been ineffective

The Assistant Principal / Principal will use these interventions when the previous interventions have not been successful. Examples of Level 5 Consequences include: Parent/Guardian notification required, extended suspension, expulsion, referral to Alternative Learning Program.

Counseling

To further support the whole child, La Salle employs a part-time counselor throughout the week. The role of the counselor is to assist with the mental and emotional health of the students and help the community with behavioral challenges. This is accomplished through meeting with

students individually or in small groups, leading a guidance class, and meeting with staff members, parents, and students throughout the week. If there is a student need, the part-time counselor is able to be reached each day by phone or email. Student needs are also addressed by the faculty and administration.

Attendance

Regular classroom attendance is necessary in order to build the habits of accountability and responsibility needed in college and throughout life.

Your child needs to be in school every day in order to succeed. You will help your child develop much-needed self-discipline skills by helping him/her get to school on time. Classroom instruction time is invaluable to preparing for the demands of college and work. Making up missed assignments, while required, cannot replace classroom time. Therefore, it is strongly encouraged that students and their parents/guardians make every effort possible to minimize the number of absences.

Students are considered absent whenever they are away from school during school hours except for school sponsored or school sanctioned co-curricular activities (e.g., field trips, enrichment, and remedial programs, etc.). Students who must be excused for medical, dental, funeral or other reasons during school hours are considered absent. For these types of absences a written notice should be sent to the school or a phone call should be placed to the school in advance by a parent/guardian stating the time, length, and reasons for absence.

Please follow these rules regarding attendance:

1. Call school by 7:40 a.m. when your child will be absent due to sickness or family emergency. **The number is (314) 531-9820 ext. 10 and voicemail is available.**
2. Schedule doctor and other appointments after school hours.
3. Do not plan extended family trips or vacations during school time. It is important for all students to be in school each day.
4. A student is tardy who arrives after 7:40 AM. Students tardy to school must report to the main office to pick up a tardy slip, which will be required for the student to be admitted to class

Excused and Unexcused Absences

To be considered for an excused medical absence, the student must bring a written note from a medical professional or parent/guardian. Any parent note may need to be authenticated by School Administration through a note or phone call from the doctor, or it will become an unexcused absence.

To be excused for a nonmedical absence, the student must bring a written note from a family member. Any note may need to be authenticated by School Administration through a phone call to the family, or it will become an unexcused absence.

Non-Medical Excused Absences Include

1. A death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin, step-parent).
2. Court appearance (requires documentation from the court officials).
3. Medical or psychological tests with note from test provider. All tests should be made after school hours if possible.
4. Religious holy days as defined by a religious calendar.
5. Other extraordinary situations approved by School Administration.

Unexcused Absences Include

1. Undocumented chronic medical absence
2. Baby sitting
3. Family Vacation

Important Notes about Absences

All absences must be announced: Parents/Guardians should call the school as early as possible if their child will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail or staff member's cell phone if necessary. If a student is not in morning advisory and the school has not been notified that he or she will be absent, his/her parent or guardian will be phoned at home and/or at work.

All absences require excuse notes: If prior notification had not already been approved, upon the student's return to school from an absence, the student is required to bring a signed note from his or her parent or guardian explaining in detail the reason for the absence.

Avoid missing school for appointments: Parents/guardians/families are responsible for scheduling medical appointments outside of school time. The best times and dates for such appointments are during the school's extended breaks. In the rare case when a student has a medical appointment during school, he or she should not be absent for the entire school day.

Suspensions are considered absences: If students are absent from school due to suspension, these days will be treated the same as absences. Students are responsible for gathering their missing work when they return from absences.

Consequences for Absences (Pending legal review)

No absences in a quarter	The student and family are congratulated and recognized for exceptional attendance and commitment to their education.
Absent from school without prior notice	The administrative assistant will phone the student's parent/guardian to determine the reason the student is absent.
Three unexcused absences in a quarter	This is considered a serious issue. The school will send a letter to the family, indicating that attendance is an issue and that an additional absence will result in an attendance plan.
Five unexcused absences in a quarter	The student's attendance is a serious concern. The family will be referred to the school counselor and an attendance plan will be developed with the family.
Eight unexcused absences in a quarter	At this point, the parent/guardian will be called to the school. The family and school will review the previous attendance plan, make revisions, and sign an attendance contract.
Ten unexcused absences in a quarter	The student is marked truant and considered for possible retention in his/her current grade. At this point, the administrative staff will contact the parent/guardian to notify them of the potential retention. A letter will also be sent to the family's home regarding the retention. The School Administration reserves the right to consider ten days missed a significant time lost from school that can potentially not be made up. In addition, a report may be filed

	with the Missouri Department of Social Services-Children's Division.
Twelve Unexcused absences in a quarter	The student will be considered a habitual truant and may be required to repeat his/her current grade. The parent/guardian will again be called to the school to meet with School Administration. A report may be filed with the Missouri Department of Social Services- Children's Division.

Tardiness

Getting to school on time is a key to your child's success. Students who are consistently tardy disrupt the learning of other children and risk falling behind on our ambitious curriculum. Tardiness in general is a bad habit. One of the most common reasons that people lose their jobs is persistent tardiness to work. Conversely, those who are on time to work are considered responsible and committed individuals who are rewarded for their loyalty to their place of employment. We want our students to succeed in school, college, and in the workplace.

Definition of Tardiness

Our doors open to students at 7 a.m. each morning. Students must arrive between 7 a.m. and 7:40 a.m. Students arriving after 7:40 a.m. are considered tardy, unless excused by doctor's note or a parent/guardian note. Tardies are only excused with a note from a parent/guardian or a medical professional.

Consequences for Tardy Students

Students who arrive to school after 7:40 a.m. without a doctor's note excusing them are considered tardy. Obviously, there are exceptional circumstances (car breakdown, bus issues beyond a student's control, etc.), but sleeping in, parent illness, missing the bus, and another sick or suspended La Salle student living at home are not acceptable excuses for being tardy.

Students who arrive to school after 7:40 a.m. without a doctor's note excusing them are considered tardy. Obviously, there are exceptional circumstances (car breakdown, bus issues beyond a student's control, etc.), but sleeping in, parent illness, missing the bus, and another sick or suspended La Salle student living at home are not acceptable excuses for being tardy.

Most consequences of students who are tardy will be handled through the Incentive Program. Students who are determined to be chronically tardy — that is, those students who are found to be consistently tardy two or more days a week — will be put on an improvement plan to curb their tardiness. This may include:

- In-person conference with the student and parent/guardian
- Specific interventions to improve their tardiness, such as providing the family with an alarm clock, wake-up calls, bus passes, and other interventions the family may request.

Student Attendance Accounting

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Dismissal

End of the School Day

Dismissal time outside the school building can potentially be a time for accidents. Parents are asked to be especially careful at the time of picking the child up. The children will leave the building at 5:15 p.m. Monday, Tuesday and Wednesday and at 4:00 p.m. on Thursday and Friday, to go home. There are times when a child will remain in school for special help, disciplinary reasons, or as a volunteer. No child will remain after school unless the teacher calls the home to notify the parent or request permission. This does not include activities previously arranged through students, sports activities, study halls, etc.

Students will wait for their rides in a supervised area, usually outside the school, but occasionally in the lobby, in the gym, or in the cafeteria, based on the supervising teacher's discretion. If a student has been waiting for a ride for more than 15 minutes after the end of the school day, every effort will be made to contact parents/guardians or other designated parties. If no one can be contacted, school officials will take reasonable action to ensure the safety of the student.

In the event an adult who is not the parent or guardian must pick up the child from school, the parent or guardian must inform the school office and provide that person's name and their relationship. Providing that person's name and contact information on the student emergency card will allow that person to pick up the child in place of the parent or guardian.

Parents/guardians are expected to pick up students on time. Parents should call 531-9820 if they know that they will be more than 15 minutes late. If parents/guardians are unable to regularly abide by the published pick-up times, school officials will require that the student's parents/guardians arrange for a designated adult to take responsibility for the student. If the problem continues, a parent/guardian meeting and further preventive and/or punitive action may be required.

If a parent/guardian is late and arrives to pick up his /her child 15 minutes after the scheduled dismissal time (arrives after 5:30 on Monday, Tuesday, or Wednesday and after 4:15 on Thursday or Friday), the parent will be required to come into the school to sign out the student. After the third time a student is picked up more than 15 minutes after the scheduled dismissal, there will be a **\$1.00 fine** for every minute a student is not picked up. **(PENDING LEGAL CLEARANCE.)** If a student is continually being picked up late, there will be a meeting with the family and the assistant principal and/or the principal.

Early Dismissal

Prior notification is required for early dismissal whenever possible. When it is absolutely necessary for your child to be excused from school for medical appointments or an emergency, a note must be sent to the school office, a phone call must be made to the school office, or the parent or guardian must pick up the student from school. When picking up a student from school early, *parents/guardians must enter the building and sign the early release form* in the office, and the student must be picked up at the office. No child will be permitted to leave the building early without his/her parent or other authorized adult. If returning during the same school day, the child must be signed in at the office. In the event an adult who is not the parent or guardian must pick up the child from school, the parent or guardian must inform the school office and provide that person's name and their relationship.

Dress Code

Students are perceived as representatives of the school and are expected to dress, groom themselves, and present an appearance appropriate for our school's environment. Any dress or insignia that, regardless of intent, conveys the image of gang membership, supports the beliefs of hate groups, makes sexual innuendoes, or promotes drugs, alcohol, or tobacco is inappropriate and is not allowed.

Ladies

- Navy blue pants or khaki pants, skirts, shorts or skorts with either the white or blue La Salle- issued polo shirt.
- Shorts and skirts must come to the knee, no higher than 2 inches from middle of kneecap
- Leggings may be navy blue, white, black, or gray, and may be worn underneath appropriate length skirts.
- The school-logo white or blue shirt, which must be tucked in
- All white undershirt, tucked in
- Matching socks, with white, navy blue, khaki, or black as primary color
- One pair of small earrings; earrings cannot exceed the size of a nickel or dangle more than one inch past the bottom earlobe
- One small bracelet and/or necklace
- Necklace should not extend more than five inches from the bottom of the chin
- No suspenders or neck ties
- Hair ornaments smaller than the palm of your hand may be worn
- No do-rags, head scarves or bonnets
- Boots must not cover any part of the knee
- The heel on your shoes must be thicker than a highlighter pen, no stilettos or skinny heels
- Navy blue or white cardigan or sweater, with no visible logo, is permitted over uniform shirt
- Boots may not cover pants or be worn in place of long pants
- Pant length is to come down to the footwear

Gentlemen

- Navy blue pants or khaki pants with either the white or blue La Salle-issued polo shirt.
- Pants worn at waist (NOT on hips)
- The school logo white or blue shirt must be tucked in
- All white undershirt, tucked in
- Matching socks, with white, navy blue, khaki, or black as primary color
- No earrings
- No jewelry
- No do-rags, head scarves or bonnets
- Navy blue or white cardigan or sweater, with no visible logo, is permitted over uniform shirt
- Boots may not cover pants or be worn in place of long pants
- Pant length is to come down to the footwear

All Students, Including Dress Down Days

- Belt worn at all times
- No large purses or bags allowed
- Flip flops and unsecured/untied shoes are not permitted at any time
- Closed-toe shoes that enclose the heel of the foot are required
- Undershirts should be free of words or images
- No chains should be attached to wallets, belts or pants
- Clothes and uniforms should be clean and free of tears and permanent stains
- All shorts, shirts or pants must be hemmed; cut offs are not permitted
- No “house shoes”
- No skinny jeans/pants
- Remove all hats, caps and sunglasses from your face and head while in the building

- Jeans must be neat and clean without rips or holes
- Sagging is not allowed at any time while on campus
- Bandannas are not to be worn on the head or hanging anywhere on the body
- T-Shirts and belt buckles with inappropriate messages, signs or picture are not allowed
- When you sit your shirt or jeans must cover your backside
- Tops and blouses must cover the bosom, back, shoulder, and backside
- No spaghetti or skinny straps
- No low cut top that reveals cleavage
- No miniskirts

Administrative staff of La Salle will continue to use their best judgment related to questionable dress code choices not addressed in the above-noted policy. Violations of the dress code will be handled through the Incentive Program. If a student is consistently out of uniform, further consequences may include missing recess, meeting with the parent/guardian at school, suspension, or other consequences.

A student not in a La Salle uniform shirt will need to either:

- Have one brought to them as soon as possible and the student may be withdrawn from class.
- Purchase a new uniform shirt from the school.
- Borrow a shirt from the school which will be returned at the end of the day.

If students are not wearing a proper undershirt, they will be asked to change and if they wish, purchase another undershirt for a \$5 fee to be billed to the family.

Electronic Devices

We understand the necessity for cell phones for some students, in case of emergency (bus riders, walkers, etc.). If parents feel they need to contact their child during school hours, they must call the main office. Students may not use cell phones at recess or bathroom breaks. **School staff will confiscate such devices used or causing distraction in the building, and the student's parent or guardian must retrieve the item.** Student violations involving use of cell phones or other devices will be addressed as follows:

- If a student is found using electronics without permission during school hours, the student must surrender the device to the school staff, and it will be returned to a parent or guardian. If a student does not hand over the device, further consequences will ensue and may include, but are not limited to: Recovery, In School Suspension, or Out of School Suspension.
- If a student is found to possess an electronic device causing distraction or to use a device without permission during school hours **a second time**, a fine of \$5.00 must be paid before the device is returned to the parent/guardian. **(PENDING LEGAL CLEARANCE)** For each additional violation of the electronic device policy, there will be another \$5.00 added to the original fine of \$5.00.
 - 1st violation: confiscation and return device to parent at no charge
 - 2nd violation: confiscation, return device to parent upon payment of \$5.00 charge
 - 3rd violation: confiscation, return device to parent upon payment of \$10.00 charge
 - 4th violation: confiscation, return device to parent upon payment of \$15.00 charge
 - 5th violation: confiscation, return device to parent upon payment of \$20.00 charge

Food

Breakfast, lunch and snack will be provided for all students. Food or drink from the outside is not permitted, except for water bottles containing water. The consequences of students having outside food is that the food or drink may be confiscated and a deduction will be made through

the Incentive Program. Further consequences may include missing recess, meeting with the parent/guardian at school, detention, suspension, or other consequences.

Fines or Fees (PENDING LEGAL CLEARANCE)

Students may be subject to fees for a variety of reasons, including but not limited to: lost or damaged textbooks or instructional materials, or childcare fees related to tardy pick-ups. As a general rule, parents have 10 to 30 days to pay any outstanding fees, depending on the type of fee(s) owed. When such fees are not paid, children may be denied any services for which the school has to pay an additional amount of money for participation. The school may prevent children with outstanding fees from participating in the school's enrichment program (which costs the school additional money), field lessons, etc. Report cards will also not be issued to students with outstanding fees.

Academic Dishonesty

Academic dishonesty will not be tolerated at La Salle. Students found to have been academically dishonest will receive a consequence ranging from being sent out of classes, a zero on the assignment, to suspension along with a written assignment.

Cheating includes copying someone else's work, having someone else complete an assignment, copying the answers from an answer key, going against the directions in seeking outside assistance, etc. Repeated cheating may result in a short or long term suspension in addition to other consequences.

Plagiarism: Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work. Students who copy an idea or the actual text from another source and claim that it is their own will be guilty of plagiarism. Plagiarizing is considered against the law and will be punished at La Salle. Penalties may range from detention to suspension.

Bullying

We believe that every student has the right to learn in a safe and friendly place. In order to ensure all students are treated with respect and feel supported, we will not tolerate any type of bullying behavior at La Salle. Teachers and administrators will institute strict consequences (including after school detentions, in-school or out-of-school suspensions) upon witnessing or having viable proof of bullying behavior.

La Salle recognizes bullying as:

- Unwanted, aggressive behavior involving an imbalance of power (due to physical strength, popularity, knowledge of embarrassing information, etc.) that is repeated or has the potential to be repeated over time.
 - Physical (including hitting, kicking, pushing, rude hand gestures, taking or breaking property),
 - verbal (including teasing, name-calling, threatening to do harm),
 - social (including spreading rumors, leaving someone out on purpose, embarrassing someone), or
 - cyber bullying (harassment, humiliation, threats targeting a child through the Internet, interactive and digital technologies, or mobile phones).

Serious bullying can lead to negative physical, mental health, and school issues. Students who feel they are being bullied, or witness others being bullied, should:

- Stay calm and tell the person who is bullying to stop.
- If speaking up is not safe, walk away and talk to an adult. Do NOT fight back.
- Report bullying to an adult at the school as soon as possible.

If you suspect that your child or another La Salle student is being bullied, please report the incident to a La Salle staff member as soon as possible

Cyberbullying

Neither the internet nor cell phone technology (whether accessed on or off school grounds, either during or outside school hours) (PENDING LEGAL CLEARANCE) may be used for the purpose of harassment by La Salle students or staff. All forms of harassment in cyberspace or using technology, often called cyberbullying, are unacceptable in our community.

Cyberbullying includes, but is not limited to, the following misuses of computer or cell phone technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. Often the author, sender, or poster of the inappropriate material is disguised or logged on as someone else.

Many of these actions may amount to criminal offenses. Video recording a fight on a cell phone may also constitute aiding and abetting an assault. Posting offensive material may also constitute defamation or libel. Students will be held personally responsible for all material they have placed on a website.

Students who feel that they have been the victims of cyberbullying or any other misuse of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to the principal or teacher. Students may report cyberbullying to staff on a confidential basis, but they should be aware that the information may need to be shared with others and, in the most serious cases, that the matter may need to be referred to police or social services for investigation.

Teachers and administrators will be vigilant and will look out for the signs of cyberbullying among student groups. The school reserves the right for authorized staff to monitor students' use of the internet on a routine basis and to request to examine mobile phones where there is reason to suspect abuse.

Consequences for students may include, but are not limited to, the loss of computer privileges, recovery room, suspension, or expulsion from the school.

Computer/Internet Use Policy

Computers may be used during the school day with teacher consent and only when an adult is present. School computers are tools that can help one learn; create papers, lab reports, and projects; do research; and communicate with others. Due to the increasing complexity of the Internet and the easy access students can have to inappropriate material, it is expected that the Acceptable Use Policy be followed.

Harassment–Sexual (SECTION PENDING LEGAL CLEARANCE)

Sexual harassment is defined as any unwanted and/or inappropriate sexual touching and/or language that makes the school environment feel unsafe and hostile.

Sexual harassment by one staff member to another, by a staff member to a student, by a student to staff, or by one student to another is unacceptable conduct. Staff members or students who engage in any type of sexual harassment will be subject to appropriate discipline, including suspension and/or dismissal.

Retaliation in any form against a staff member or student who exercises his or her right to make complaint under this policy is strictly prohibited, and will itself be cause for appropriate disciplinary action. Any staff member or student, who knowingly makes false charges against a staff member or a student in an attempt to demean, harass, abuse or embarrass that individual shall be subject to the sanctions for misconduct set forth above.

The La Salle administration will determine the facts regarding all allegations of sexual harassment in as prompt and confidential a manner as possible and will take appropriate corrective action when warranted.

The following response procedures are recommended by the school in order to help stop inappropriate sexual behavior so that each person can operate freely within the school and feel unencumbered by unwelcome comments or gestures. This policy applies to students, parents, teachers, administrators and any other school stakeholders. Sexual harassment is a form of sexual discrimination that occurs when one person subjects another person to unwanted sexual attention, coerces him or her into sexual activity, and/or punishes his or her refusal. Sexual harassment may be manifested verbally, which includes, but is not limited to, touching, patting, pinching, brushing-up against another's body, physical assault, rape, or subtle pressure for sexual activity.

While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances, whether they involve physical touch or not.
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess.
- Displaying sexually suggestive objects, pictures, or cartoons.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Inquiries into one's sexual experiences.
- Discussion of sexual activities.

The accusation of sexual harassment is a serious one, and all cases will be given immediate individual attention with the strictest confidentiality imposed.

Informal Response:

- Any student who believes they have been sexually harassed should tell the offending party to stop. If this is not possible, if the behavior does not end, or if the offending behavior is sufficiently troubling, the student should bring their concern to a trusted adult member of the school (teachers, administrators, counselor, etc.) who will listen, act as a sounding board and explore possible choices to resolve the situation quickly.
- The adult will consult with La Salle's President to determine what response, if any, is appropriate. The response will generally include meeting both parties, counseling, mediation, or any other measure appropriately addressing the student's concerns. The parents of involved students will be contacted.
- School Administration will follow up with all appropriate parties to make sure that the situation has been corrected to prevent reoccurrence and to ensure that neither student is subjected to acts of retaliation. All students should take note that retaliation against an

individual who has complained about sexual harassment and retaliation against individuals for cooperation with an investigation of sexual harassment will not be tolerated.

Formal Response:

- If an informal response cannot be reached, if the alleged harassment has not stopped, or if the alleged incident is sufficiently serious to warrant formal proceedings in the first instance, the student or an adult acting on the student's behalf will initiate formal proceedings by submitting to School Administration a written, signed, confidential complaint describing in detail the alleged incident(s) of harassment. The parents of the students involved will be notified of the complaint.
- The accused, along with his/her parents, will be notified as soon as possible and given a copy of the report. The accused, along with his/her parents, will be required to provide a written, signed, confidential response to School Administration within 48 hours.
- Both the complainant and the accused will be offered psychological support.
- School Administration will gather facts, and conduct confidential interviews with the complainant, the accused, and all other individuals with information relevant to the charge. School Administration will attempt to resolve the matter after the investigation and, if it cannot be resolved, will either refer it to the La Salle Board of Directors or refer the matter to fact-finding.
- After the matter is resolved, School Administration will follow up to make sure the situation has been corrected and to make sure that neither student is suffering any retaliation.
- Parents of both students will be kept informed.

Illegal Substances , Weapons and Fighting

Fighting, possession of drugs, alcohol, or any illegal substance at school will not be tolerated. La Salle is a Drug-Free Zone. Any student found guilty of fighting, bringing any weapons, drugs or alcohol to school may be recommended for expulsion.

Search and Seizure

La Salle may use metal detectors, sniffing dogs, or other detection devices to ensure school safety. School personnel may search anything on school property such as jackets, book bags, lockers, motor vehicles, and personal belongings. Unauthorized items and/or items that threaten the safety of others will be seized and appropriate disciplinary action will be taken.

Personal property of a random group of students can be searched with reasonable suspicion or if the group of students searched is chosen at random (**PENDING LEGAL CLEARANCE**). Searches of a student themselves may also be done with reasonable suspicion. The search must be done by a staff member who is the same sex as the student and there must always be a second staff member present as a witness.

Students and parents are responsible for checking clothing, book bags, purses and all student personal possessions for illegal and unauthorized items before entering the school safety zone (defined as on or within 1000 feet of any realty property owned or leased to any public or private elementary school, secondary school, or school board, and used for elementary or secondary education).

Suspension and Expulsion Policies

All aspects of student discipline, suspension, and expulsion policies will comply with state and federal law, including applicable statutory components of the Missouri Safe Schools Act found in R.S.Mo 160, 161, 167, 170, 195, 211, 304, 565, and 571.

Short-Term Suspensions

A student who has committed any of the infractions listed below will be subject minimally to a short-term suspension, unless School Administration determines that an exception will be made based on the individual circumstances of the incident and the student's disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long-term suspension, expulsion, or referral to the appropriate law enforcement agencies.

- Attempting to assault any school or staff member.
- Vandalizing school property causing damage.
- Endangering the physical safety of another by the use of force or threats of force that reasonably place the victim in fear of imminent bodily injury.
- Engaging in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare of others.
- Engaging in insubordination.
- Failing to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheating on quizzes or exams or committing plagiarism.
- Using forged notes or excuses.
- Stealing, or attempting to steal, or possessing property known by the student to be stolen.
- Committing extortion.
- Engaging in gambling.
- Abusing school property or equipment.
- Using obscene or abusive language or gestures.
- Engaging in acts of verbal or physical sexual harassment.
- Making a false bomb threat or pulling an emergency alarm.
- Possessing tobacco.
- Possessing pagers, beepers, or cell phones not being used for instructional purposes. Such devices can be turned in to a school official and will be given back to the student at the end of the school day or when the student leaves school.
- Wearing inappropriate, insufficient, or disruptive clothing or attire or violating the student dress code.
- Committing any other act that school officials reasonably conclude disrupts the learning environment of the school
- Repeatedly committing minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures for Short-Term Suspension

School Administration may impose a short-term suspension after conferring with the relevant staff members. Before imposing a short-term suspension, School Administration will verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student will be given an opportunity to deny or explain charges.

Short-Term Suspension Procedures and Due Process

School Administration will promptly notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within

24 hours of suspension at the last known address. Notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent(s) and guardian(s).

Such notice will provide a description of the incident or incidents that resulted in the suspension and will offer the opportunity for an immediate, informal conference with School Administration. The notification and informal conference will be in the dominant language used by the parent(s) or guardian(s). While parents/guardians will have the freedom to disagree with any short-term suspension imposed by School Administration, parents/guardians will not have the right or ability to overturn any short-term suspension decision rendered by School Administration. For any suspension over two days, a parent meeting is required for the student to return to school.

Long-Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension and perhaps expulsion, unless School Administration determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Long-Term Suspension Disciplinary Infractions

- Possessing, using, attempting to use, or transferring any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school.
- Committing or attempting to commit arson on school property.
- Possessing, selling, distributing or using any controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Vandalizing school property causing major damage.
- Committing any act that school officials reasonably conclude warrants a long-term suspension.

In addition, a student who commits any of the acts previously described as causes for short-term suspension may instead or in addition be subject to long-term suspension at School Administration's discretion.

Long-term Suspension Procedures and Due Process

La Salle may impose a long-term suspension after the student has been found to have violated the applicable provision of the handbook at an informal long-term suspension hearing ("Long-Term Hearing"). Upon determining that the student's actions may warrant a possible long-term suspension, School Administration will verbally inform the student that he or she is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. In all cases, the student shall receive due process as set forth in the Due Process Procedures for Short-Term Suspensions section herein.

School Administration will then promptly notify the student's parent(s) or guardian(s) in writing. Written notice will be sent home with the student as well as mailed via First Class U.S. Mail to the last known address. When possible, notification also will be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice will provide a description of the incident or incidents that resulted in the recommendation of a long-term suspension and will notify the parent(s) or guardian(s) of the time and date of the parent meeting. **For any suspension over two days, a parent meeting is required for the student to return to school.** The notification and Long-Term Hearing will be in the dominant language used by the parent(s) or guardian(s). The Long-Term Hearing is held to

review the student misconduct, verify the facts, and provide the student and parent(s) or guardian(s) the opportunity to present additional information regarding the event for which the student may be suspended and for students, their parent(s), or guardian(s) and school officials to discuss ways by which future offenses may be avoided. At the Long-Term Hearing, the student will have the right to be represented by counsel (at their own expense), to question witnesses, and to speak and present evidence.

If a student is suspended for more than ten (10) school days, the following rules also apply:

- The student, his or her parent(s) or guardian(s) have a right to appeal School Administration's decision to the Board or a committee of the Board appointed by the Board president.
- If the student gives written notice that he or she wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless, in School Administration's judgment, the student's presence poses a continuing danger to individuals or property or an ongoing threat of disrupting the academic process. The notice of appeal must state with specificity the reasons for the appeal.
- The School Administration or the secretary of the Board shall transmit all notices of appeal.
- School Administration, when notified of an appeal, shall promptly transmit to the Board a full written report of the facts related to the suspension, the action taken by School Administration, and the reasons for the action.
- Upon receipt of a notice of appeal, the Board will schedule a hearing and within a reasonable time in advance of the scheduled date, will notify, by certified mail, personal delivery, overnight mail, the appealing party of the date, time and place of the hearing, and of the right to counsel, to call witnesses, and to present evidence at the hearing.

The school will provide services for students with IEPs who have been suspended for more than ten days in a school year or who have been expelled.

Hearings before the Board

In all hearings, whether initiated by the Board, School Administration, or by appeal, the following procedures will be followed:

- The student and the parent(s) or guardian(s) will be advised of the charges against the student; the date, time and place of the hearing, their right to counsel; and their procedural right to call witnesses, enter exhibits and cross-examine adverse witnesses. All notifications will be sent by certified mail, personal delivery, or overnight mail, addressed to the student's parent(s) or guardian(s). The Board will make a good faith effort to have the parent(s) or guardian(s) present at the hearing.
- Prior to the Board hearing, the student and the student's parent(s) or guardian(s) will be advised of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and the student's parent(s) or guardian(s) will be provided with copies of the documents to be introduced at the hearing by the administration.
- The hearing will be closed unless the Board decides otherwise. The hearing will only be open with the parent(s) or guardian(s) consent. At the hearing, the administration or their counsel will present the charges and such testimony and evidence to support such charges. The student, his or her parent(s) or guardian(s) or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
- At the conclusion of the hearing, the Board of Directors shall deliberate in executive session and shall render a decision to dismiss the charges; to suspend the student for a specified period of time; or to expel the student; and the Board may impose additional conditions on the re-admission of the student. The administration or its counsel, by

direction of the Board, shall promptly prepare and transmit to the parent(s) or guardian(s) written notice of the decision.

Expulsions

Additionally, School Administration may decide that the infraction does not warrant a long-term suspension, but instead warrants an escalation in punishment: expulsion. Should School Administration recommend that an expulsion is required, he or she will follow the same procedures for a long-term suspension with the exception that a formal hearing shall be held.

Written notice of the charges and the time and date of the formal hearing shall be sent to a student's parent(s) or guardian(s). The formal hearing will occur no earlier than three days after the receipt of the notice. The formal expulsion hearing will be held in private, unless the student or parent(s) or guardian(s) request a public hearing. All expulsion decisions will be subject to a majority vote by the La Salle Board of Directors.

No Tolerance for Fighting, Weapons, Drugs and Alcohol

La Salle has a "zero-tolerance, one-strike" policy for all fighting, weapons, drugs, and alcohol brought on school grounds. Any student found guilty of fighting or bringing any weapons, drugs or alcohol to school may be recommended for expulsion to the President of the Board of Directors by School Administration.

If School Administration is able to provide convincing evidence that the student assaulted another student or staff member; intentionally caused physical injury to another person (except when student's actions are reasonably necessary to protect him or herself from injury); or brought alcohol, drugs or a weapon to the school, the President of the Board of Directors shall immediately recommend that the student be expelled from the school.

Adult Behavior (Pending Legal Review)

La Salle requires that all staff, students and families treat one another with civility at all times. If a parent, guardian, volunteer, or any other adult treats a student, staff member, or another individual on the school's campus (or by telephone) abusively (including the use of foul language, threats, or elevated angry tones) they may receive notification from the school that they are no longer allowed to come to the school or be present on the school campus. If such a parent/guardian needs to drop their child off at school it is to be done quickly, without getting out of their vehicle. If the parent/guardian in question needs to speak with teachers or the administration it must be done by telephone or in writing. Any conversations will also include a representative of the school's legal department to ensure protection from abusive treatment.

Should there be any violation of these terms, the school will take immediate legal steps to ensure that the adult is permanently removed from the school's campus. Similar steps will be taken if there are any further uncivil incidents in communications with the school staff, whether such communication are in person, on the telephone, or by other means.

The school will continue to serve the student's educational needs and will continue to treat him/her with fairness and due process.

Curriculum and Instruction

Grading Policy

The staff of La Salle recognizes the wide range of abilities, aptitudes, stages of cognitive development, and levels of maturity in middle school students. Therefore, we support an evaluation system that encourages the development of work habits, skills, and attitudes that are necessary for students to become lifelong learners. Grading policies developed by individual teachers confirm this belief by promoting grading practices that:

1. Reflect student achievement of curricular goals relative to their abilities.
2. Reflect numerous and varied age-appropriate opportunities for students to succeed and demonstrate knowledge of subject matter.
3. Foster students' responsibility by considering work quality, effort, and task performance.

Grade Reports

Progress reports and Report Cards are given out to the parents at the parent/teacher conferences, and they are mailed home at the end of each semester. The Progress Reports and Report Cards are issued to inform students and parents/guardians of progress. Parents are expected to review the progress reports and report cards with teachers and their child.

Letter grades are given based on these teacher evaluations.

Grading Scale

A	95-100
A-	93-94
B+	90-92
B	87-89
B-	84-86
C+	81-83
C	78-80
C-	75-77
D+	72-74
D	69-71
D-	66-68
F	65 & below

Homework

Homework is a necessary part of the school experience. It also provides for a vital partnership between teacher and parent with the child as the beneficiary. A child's success in school is often a reflection of the support and assistance that parents offer. Through homework, the lifelong habits of study and responsibility can be established. In addition to reinforcing classroom learning, homework assignments help students develop independent study habits and give them opportunities to use their preferred learning styles. Parents are asked to make sure that homework assignments are completed.

Students are expected to complete homework assignments by the due date given by the teacher. It is the student's responsibility to complete assignments at home and in a timely manner. If assistance is needed with the homework, teachers and staff are available before or after school.

Suggestions for the supervision of your child's homework:

- See that books/materials come home regularly. Look at what your child is bringing home. Ask to see your child's homework assignment book.
- Don't accept the excuse that "I don't have any work" or "There is no homework." Remember... **there will always be reading homework.**
- See that your child does homework in an appropriate atmosphere: free from distractions, in proper light, etc. Develop regular routines for homework in the house, for example at the same time each day.

- Look at the written homework. Does it look as if thought and effort went into it? Is it neat and accurate? If you were the teacher, would you accept the paper? If not, it should be redone.
- Ask your child to show you what he/she is learning in each class. Ask your child to explain the concepts or information to you. If your child cannot explain it to your satisfaction, he/she needs to study again or perhaps ask a question in class the next day.

Doing these tasks takes time and effort on your part. But it is well worth the effort, as it is the best way for you to keep in touch with what your child is learning in school. If you ever have a question about an assignment or schoolwork in general, write the teacher a note or send an email. The teacher will be happy to assist you.

Parental involvement is important and is crucial to your child's success. Parents are highly encouraged to actively listen to, read with, research with, problem-solve with, encourage, direct, and drill with the child at home.

Reporting Academic Difficulties

For students having academic difficulties, the teacher should collect evidence of student's deficiencies, keep the School Administration informed, and inform parents/guardians at the parent/teacher conferences, by phone, in person, by email, or by written note. Teachers should explain, to the best of their ability, any observed causes of the academic difficulty. Teachers should inform parents that their child is failing before the parent sees an *F* on a report card.

Title I

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Dual Enrollment **PENDING LEGAL CLEARANCE**

At times, and after careful consideration and with school and parent/guardian approval, students may spend time at other schools to take advantage of special programs that are not available at La Salle. Dual enrollment is a method of providing courses and programs in an accredited private or public school to a student that the La Salle does not or cannot provide. For example, a seventh grade student may be dually enrolled in both La Salle and in a three-week summer program at the high school into which he or she has been accepted.

La Salle will be the primary educational provider and will be responsible for instructing the student in the core curriculum, and the other school will be a supplemental provider. A student will not be considered absent from La Salle when in attendance at the other school. In determining whether dual enrollment is a viable option for meeting a student's educational needs, consideration will be given to the impact of the student's absence to attend the supplemental program on the student's learning the core curriculum at La Salle. A written plan will be developed whenever a dual enrollment is established, and the plan will be placed in the student's cumulative file.

Course Requirements (Constitution, American History, Missouri Government)

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Reading Instruction

La Salle staff will update policy based on the "MCPSA Model Policy Series" and legal review.

Human Sexuality and Sexually Transmitted Disease Instruction

La Salle staff will update policy based on the “MCPSA Model Policy Series” and legal review.

Textbooks/Library Books/Supplies

Prior to the beginning of the school year, families will receive a supply list indicating the items that need to be purchased to start the year. If a family is having trouble gathering supplies, please contact the school office or the child’s teacher.

Textbooks and additional supplemental materials will be provided for students in certain classes. At the end of the school year, students are expected to return the school’s books and materials in excellent condition. If such materials are not returned or if they are damaged, the student is responsible for the cost of the item(s). (PENDING LEGAL CLEARANCE)

Binders and Planners/Agendas

Each student will have a **homework planner** in which he/she is to write the day’s homework. The parents’ responsibility is to check this planner every night. *There will be a \$5 charge to replace a misplaced or lost planner.* (PENDING LEGAL CLEARANCE) Each student will have a **binder** in which he/she is to use daily to keep organized.

Field Trips

Field trips are privileges afforded to students; no student has an absolute right to a field trip. Students can be denied participation if they fail to meet academic or behavior requirements. The school requires the prior written consent of parent/guardian on a form provided by the school, in order for a child to be permitted to go with the group on a field trip. At the beginning of the school year, parents will be asked to sign a general permission form, which gives written parental consent for field trips within one mile of the school in which the student will participate throughout the year. Prior to each field trip, parents will receive information on the particular field trip, as well as the option of denying her/his child’s participation.

For field trips taking place a distance greater than the one mile radius around the school, signed permission for each trip is required for each child in order for the child to attend.

On certain field trips, the school group will travel via bus or van. On these trips, boys and girls will not sit in the same row of the van or in the same seat of a bus except in the front row of the van or unless there is a non-driving adult who is supervising the students in the rear of the vehicle.

Appendix

School/Administration Right to Amend the Handbook

This Student/Parent Handbook contains established policies and procedures for the 2015-2016 school year. Since it is not possible for a Handbook to address every situation that may arise during a school year, the School Administration reserves the right to amend or revoke the policies and procedures in this Handbook at any time as circumstances may require. When changes are made to the Handbook, parents and students will be informed of the change in writing in a timely manner, and this will include a statement about when the change will take effect.

Handbook Agreement

We have read the La Salle Parent/Student Handbook and agree to be governed by this handbook.

Parent/Guardian

Signature:

Student

Signature:

Date:

Please return this page by Tuesday, August 11.

ARTICLES OF INCORPORATION
OF
LA SALLE CHARTER SCHOOLS, INC.

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

ARTICLE I – NAME

The name of the Corporation is: **LA SALLE CHARTER SCHOOLS, INC.**

ARTICLE II – PURPOSES

The Corporation is organized exclusively for charitable, educational or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"). The purposes for which the Corporation is organized include, but are not limited to, the following:

(i) The principal purpose of the Corporation is educational and particularly to operate one or more charter schools in the State of Missouri;

(ii) Without limiting the foregoing, to receive and administer funds for the foregoing purposes, and to that end to take and hold by bequest, devise, gift, grant, purchase, lease, or otherwise, either absolutely or jointly with any other person, persons, or corporations, any property, real, personal, tangible, or intangible, or any undivided interest therein, without limitation as to amount of value; to sell, convey, or otherwise dispose of any such property and to invest, reinvest, or deal with the principal or the income thereof in such manner as, in the judgment of the directors, will best promote the purposes of the corporation without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these articles of incorporation, the Bylaws of the corporation, or any laws applicable thereto; and

(iii) to engage in any lawful act or activity for which corporations may be organized under the "Missouri Nonprofit Corporation Act".

Nothing contained herein shall be construed to give the Corporation any purpose that is not permitted under Code Section 501(c)(3) and the Act. In furtherance of its permitted



purposes, the Corporation may exercise any, all, and every lawful power or activity which a corporation organized under the Act may exercise or transact.

ARTICLE III – CLASSIFICATION

This Corporation is a public benefit corporation within the meaning of Section 355.881 of the Act.

ARTICLE IV – DURATION

The period of duration of the Corporation is perpetual.

ARTICLE V – REGISTERED OFFICE AND AGENT

The street address of the Corporation's registered office and the name of its registered agent at that office in this State is:

Corey Quinn
4145 Kennerly Avenue, St. Louis, MO 63113

ARTICLE VI – INCORPORATORS

The name and address of the incorporator is:

Corey Quinn
4145 Kennerly Avenue, St. Louis, MO 63113

ARTICLE VII – BOARD OF DIRECTORS

The initial Board of Directors shall be composed of five (5) persons who shall be selected in the manner and have such rights and duties as shall be set forth in the Bylaws of the Corporation. The number of Directors may be increased or decreased from time to time, but to no fewer than three, by amendment to the Bylaws.

ARTICLE VIII – MEMBERS

The Corporation does not have members within the meaning of Section 355.066 of the Act.

ARTICLE IX – PROHIBITIONS

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 by any of the said persons, 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.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise permitted by Section 501(h) of the Code), and the Corporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office.

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

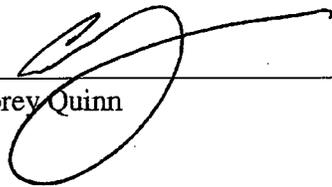
ARTICLE X – DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any such assets not so disposed of shall be disposed of by the circuit court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as such 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.

AFFIRMATION

The undersigned, as incorporator, does affirm to the information stated above this 15th day of August, 2014.



Corey Quinn

STATE OF MISSOURI



Jason Kander
Secretary of State

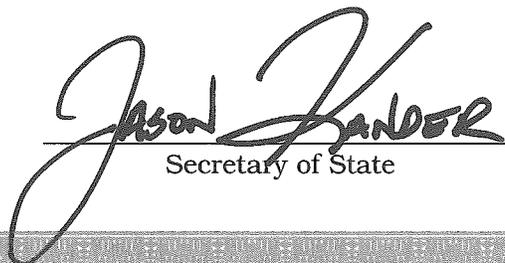
CERTIFICATE OF AMENDMENT

WHEREAS,

LA SALLE CHARTER SCHOOLS, INC.
N000696346

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 8th day of October, 2014.


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

N000696346
Date Filed: 10/8/2014
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: LA SALLE CHARTER SCHOOLS, INC. N000696346
Name Charter Number

2. The amendment was adopted on 10/08/2014 and changed article(s) X to state as follows:
month/day/year

See attached Exhibit A

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 amendment(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)

[Signature] Demetrius Grooms President 10/08/2014
Authorized signature of officer or chairman of the board Printed Name Title Date

Name and address to return filed document:

Name: _____

Address: _____

City, State, and Zip Code: _____

Corp. 53A (12/2010)

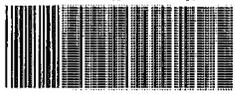


Exhibit A to Articles of Amendment for a Nonprofit Corporation

2. The amendment was adopted on October 8, 2014 and changed article X to state as follows:

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation to the Department of Elementary and Secondary Education of the State of Missouri in accordance with Section 160.405(1)(17) of the Revised Statutes of the State of Missouri.

DG

BYLAWS
OF
LA SALLE CHARTER SCHOOLS, INC.

ARTICLE I.

OFFICES

1. Principal Office. The principal office of the Corporation shall be located at such place, either within or without the State of Missouri, as the Board of Directors shall designate from time to time.
2. Registered Office and Agent. The Corporation shall have and continuously maintain a registered office and a registered agent within the State of Missouri. The Board of Directors, from time to time by resolution, may change the registered agent and the address of the registered office.
3. Additional Offices. The Corporation may also have offices and branch offices at such other places as the Board of Directors from time to time may designate or the business of the Corporation may require.

ARTICLE II

SEAL

If the Corporation has a seal, the seal of the Corporation shall be a circular impression with the name of the Corporation in the upper portion of the rim thereof, the word "MISSOURI" in the lower portion of the rim thereof, and the word "SEAL" in the center. The corporate seal, or a facsimile thereof, may be impressed or affixed or in any manner reproduced. The Board of Directors, by resolution, may change the form of the corporate seal from time to time.

ARTICLE III

MEMBERS

The Corporation shall not have members.

ARTICLE IV

BOARD OF DIRECTORS

1. General Powers. The property and affairs of the Corporation shall be controlled and managed by a Board of Directors (the "Board of Directors," and the members of the Board of Directors, the "Directors"). The Board of Directors may, by resolution, delegate to such officers or employees of the Corporation, such general and specific powers as it may deem appropriate.

2. Number, Tenure and Qualifications. The number of the initial Board of Directors shall be as set forth in the Corporation's Articles of Incorporation and such Directors shall be appointed by the Incorporator. The number of Directors shall be not less than three (3) nor more than fifteen (15), unless that number is increased by the Board of Directors by amendment to these Bylaws.

No increase or decrease in the number of Directors shall have the effect of altering the existing term of any Director.

3. Appointment; Term of Office; Resignations.

a. The initial and additional Directors shall be divided into three classes, each of which shall contain two (2) Directors other than the first class which will consist of one (1) Director:

- i. The first class of said Directors shall hold office until the third annual election of Directors following the adoption of these Bylaws and each third anniversary of such date thereafter,
- ii. The second class of said Directors shall hold office until the second annual election of Directors following the adoption of these Bylaws and each third anniversary of such date thereafter,
- iii. The third class of said Directors shall hold office until the first annual election of Directors following the adoption of these Bylaws and each third anniversary of such date thereafter.

b. No Director shall serve more than six (6) consecutive years as a Director.

At each annual election of Directors the respective required number of Directors shall be elected to succeed as successors to the Directors previously serving as such Directors, to serve

a term of three years beginning July 1, and until their successors are elected and qualified. Successors shall be selected by the Board of Directors.

4. Resignation, Removal and Vacancies. A Director may resign at any time by instrument in writing to that effect filed with the Secretary or any officer of the Corporation other than himself or herself. Such resignation shall take effect at the time specified therein, if any, or if no time is specified therein, then upon receipt of such notice by such officer.

A Director may be removed with or without cause by the affirmative vote of two-thirds of the persons then serving as Directors at a regular or special meeting of the Board of Directors of the Corporation.

Whenever any vacancies shall occur among the Directors, the remaining Directors shall constitute the Directors of the Corporation until such vacancy is filled or until the number of Directors is changed. The remaining Directors may, by a vote of a majority of their number, fill any vacancy for the unexpired term.

5. Voting, Quorum and Adjournments. The presence of a majority of the Directors shall constitute a; provided that any meeting duly called may, by a vote of a majority of the Directors present, be adjourned from time to time and place to place, in which case no further notice of the adjourned meeting need be given. At any meeting of Directors all questions and business shall be determined by the affirmative vote of not less than a majority of the Directors present, except as the Articles of Incorporation or the Bylaws may require the affirmative vote of a greater number of Directors.

6. Annual Meeting. The annual meeting of the Board of Directors shall be held during the month of June of each year on such date and at such place as may be fixed by the Board of Directors, or, if it fails to do so, by the President. The annual meeting shall be held for the purpose of electing officers and transacting any other business.

7. Regular Meetings. Regular meetings of the Directors shall be held monthly, as necessary, at such time and place as is determined by the President and set forth in the Notice of Meeting.

8. Special Meetings. Special meetings of the Directors may be held at any time upon call by the President or by any two Directors. Notice of each such meeting shall be given to each Director, not less than two days prior to such meeting, which notice shall specify the purpose of the meeting.

9. Notice and Waivers of Notice. Except as otherwise provided in these Bylaws, notice of each annual or regular meeting of Directors shall be given to each Director not less than two nor more than 30 days prior to such meeting. Notices of meetings shall also comply

with the Missouri Sunshine Law as further required hereunder. Unless otherwise limited in the notice thereof, any business may be transacted at any annual or regular meeting.

Any Director may waive notice of any meeting and notice shall be deemed to have been waived by attendance at such meeting without protest of the lack of proper notice.

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

11. Interest in Transactions. No contract or transaction between the Corporation and one or more of its Directors or officers, or between the Corporation and any other Corporation, partnership, association, or other organization in which one or more of its Directors or officers are Directors or officers, or have a financial interest, shall be void or voidable solely for this reason, or solely because the Director or officer is present at or participates in the meeting of the Board of Directors or committee thereof which authorizes the contract or transaction, or solely because his/her or their votes are counted for such purpose, if: (a) the material facts as to his relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Directors or committee, and the Board of Directors or committee in good faith authorizes the contract or transaction by the affirmative votes of a majority of the disinterested Directors, even though the disinterested Directors be less than a quorum; or (b) the contract or transaction is fair as to the Corporation as of the time it is authorized or approved by the Board of Directors or a committee thereof. Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee which authorizes the contract or transaction.

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

ARTICLE V

COMMITTEES

1. General. The Board of Directors may appoint three or more persons to constitute one or more committees of the Corporation. Every committee established shall have at least one Director as a member. The resolution establishing each such committee shall specify a designation by which it shall be known and shall fix its powers and authority. The Board of Directors may delegate to any such committee any of the authority of the Board of Directors except that no such committee shall have the authority to: authorize distributions to Directors, officers, agents or employees except in exchange for something of equal value received; approve any dissolution, merger or sale, pledge or transfer of all or substantially all of the Corporation's assets; elect, appoint or remove Directors or fill vacancies on the Board of Directors or on any committee; or adopt, amend or repeal the Articles or Bylaws.

Each such committee shall serve at the pleasure of the Board of Directors, shall act only in the intervals between meetings of the Board of Directors, and shall be subject to the control and direction of the Board of Directors. All actions by any such committee shall be subject to revision and alterations by the Board of Directors.

Any such committee may act at a meeting by a majority of its members or by a writing or writings signed by all of its members. All committees shall comply with the Missouri Sunshine Law as further required hereunder.

The Board of Directors may also designate other committees (whose members need not be Directors) that do not have or exercise the authority of the Board of Directors in the Management of the Corporation.

2. Executive Committee. The Executive Committee shall consist of the President, the Vice President, the Secretary, the Treasurer, and one other person who is a Board member. The President or any two other members of the Executive Committee may call a meeting of the Executive Committee. The President or other person calling the meeting shall give or cause to be given written notice to each member of the Executive Committee of the date, time, place, and purpose of the meeting at least two days before the scheduled meeting. Three members of the Executive Committee shall constitute a quorum, so long as at least one Director is present, for the transaction of business at any meeting thereof. The Executive Committee shall act only in the intervals between meetings of the Board of Directors and shall, except to the extent otherwise provided herein or determined by the Board of Directors, have all authority of the Board of Directors other than the authority to fill vacancies on the Board of Directors. Subject to the aforesaid exceptions, any person dealing with the Corporation shall be entitled to rely upon any act or authorization of an act by the Executive Committee to the same extent as an act or authorization of the Board of Directors. The Executive Committee

shall keep full and complete records of all meetings and actions, which shall be reported to and open to inspection by the Board of Directors. At each meeting of the Executive Committee, all questions and business shall be determined by a majority vote of those present, or without a meeting by telephone confirmation or a writing or writings signed by all of its members.

3. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his/her successor is appointed, unless the committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

4. Chairman. One member of each committee shall be appointed chairman by the Board of Directors. Such person shall be a Director.

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

ARTICLE VI

OFFICERS

1. Officers. The officers of the Corporation shall consist of a President, a Vice President, a Secretary and a Treasurer. The Board of Directors may appoint such other officers and assistants as may be necessary.

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

3. Delegation of Power. In case of absence of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board may delegate the powers or duties of such officer to any other officer or to any Director for the time being.

ARTICLE VII

DUTIES OF OFFICERS

1. President. The President shall preside at all meetings of the Board of Directors and shall sign all contracts, notes, deeds or other papers requiring the President's signature and

shall have such other duties as may from time to time be required of the President by the Board of Directors.

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

3. Secretary. The Secretary shall keep minutes of all the proceedings of the Board of Directors, make proper record of the same and furnish copies of such minutes to the Chairperson prior to the next meeting of the Board of Directors, sign all bonds, contracts, notes, deeds and other papers executed by the Corporation requiring such signature, give notice of meetings of Directors, keep such books as may be required by the Board of Directors and perform such other and further duties may from time to time be required by the Board of Directors.

4. Treasurer. The Treasurer shall have general supervision of all finances. The Treasurer shall receive and have charge of all money, bills, notes, deeds, leases, mortgages, insurance policies and similar property belonging to the Corporation, and shall direct and execute any and all transactions related to such property as required by the Board of Directors. The Treasurer shall cause to be kept adequate and correct accounts of the business transactions of the Corporation and on the expiration of the term of office shall turn over to the succeeding Treasurer or to the Board of Directors all property, books, papers and money of the Corporation.

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

ARTICLE VIII

LIMITATION OF LIABILITY

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

In performing his/her duties, a Director or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, that are prepared or presented by: 1) one or more Directors, officers or employees of the Corporation whom the Director or officer reasonably believes are reliable and competent in the matters prepared or

presented, 2) counsel, public accountants, or other persons as to matters that the Director or officer reasonably believes are within the person's professional or expert competence, 3) a committee of the Board of Directors upon which he/she does not serve, duly established in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director or officer reasonably believes to merit confidence.

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, OFFICERS AND EMPLOYEES

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

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

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

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

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

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

2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, partner, trustee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his

status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

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

ARTICLE X

AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted only by the act of a majority of the Board of Directors. Any proposed amendment shall be announced not less than thirty (30) days before the vote thereon, by reading the same at a board meeting or by written communication of the same to all board members.

ARTICLE XI

OPEN MEETINGS AND RECORDS

The Board of Directors shall ensure that it and the charter school operate in compliance with the Missouri Sunshine Law, Chapter 610, RSMo, regarding public meetings and public records.

Section 610.028 RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The Board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the President is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the board of directors. The President shall, at least annually, review the policy or policies to ensure they continue to ensure compliance with the Missouri Sunshine Law, due to possible legislative changes or court decisions.

The Board of Directors shall review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

The President and any persons designated to handle public records requests shall also review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

IN WITNESS WHEREOF, the undersigned, in their capacity as President of the Corporation certifies that these are the Bylaws of said Corporation in effect as of the date below written.

By  _____
President

Dated: 10/8/14

CHARTER SCHOOL CONTRACT

This Charter School Contract entered into this ___ day of _____ 2014 by and between THE CURATORS OF THE UNIVERSITY OF MISSOURI, on behalf of the University of Missouri – Columbia (hereinafter referred to as “MU”), and any other campus, unit or department owned and operated by THE CURATORS OF THE UNIVERSITY OF MISSOURI deemed necessary to satisfy the statutory requirements for sponsorship of a charter school, and La Salle Charter Schools, Inc., a Missouri nonprofit corporation incorporated pursuant to Chapter 355, RSMo., and operating La Salle (hereinafter referred to as “La Salle” or “charter school”).

WHEREAS, the Missouri General Assembly has enacted statutes authorizing the establishment of independent, publicly supported schools known as charter schools;

WHEREAS, those statutes, Sections 160.400 to 160.425 RSMo, specify the method for establishing such charter schools and the requirements which must be met by such charter schools;

WHEREAS, MU is authorized by those statutes and/or Section 167.349, RSMo to serve as a sponsor of such charter school or schools, in accordance with the provisions of such statutes, as it may, in its discretion, determine to be appropriate;

WHEREAS, charter school has submitted a request to MU that MU sponsor La Salle as a charter school, in accordance with the provisions of such statutes;

WHEREAS, MU has agreed to sponsor La Salle as a charter school, in accordance with the provisions of such statutes, and in accordance with the terms and conditions specified herein;

NOW, THEREFORE, in consideration of the above-premises and the individual and mutual covenants contained herein, the parties hereto agree as follows:

ARTICLE I--STATUS OF THE PARTIES

Section 1.1. La Salle is a Missouri nonprofit corporation incorporated pursuant to the provisions of Chapter 355, RSMo; is currently in good standing; and shall, throughout the term of this Charter School Contract, remain in good standing.

Section 1.2. La Salle is not a part of MU and is a separate legal entity, none of whose directors, officers or employees shall be deemed to be an agent of MU; has selected the method for election of officers specified in Section 355.326, RSMo, based on the class of corporation selected; currently has a board of directors, none of which is an employee of MU; and agrees that, throughout the term of this Charter School Contract, none of the members of La Salle’s board of directors shall be employees of MU. Meetings of La Salle’S board of directors shall be subject to the provisions of Sections 610.010 to 610.030, RSMo, the open meetings law.

Section 1.3. MU is one of the campuses of The Curators of the University of Missouri, a constitutionally established instrumentality of state government within the State of Missouri. In agreeing to sponsor La Salle as a charter school and in agreeing to the terms and conditions stated herein, MU is voluntarily exercising authority and powers expressly provided to it by the Missouri General Assembly in Sections 160.400 to 160.420 and Section 167.349, RSMo. Nothing contained in this Charter School Contract shall be deemed to be a waiver of MU's autonomy, powers or immunities and La Salle shall not be deemed to be a part of MU.

Section 1.4. La Salle acknowledges that MU's obligations and responsibilities as the sponsor of the charter school is limited to those obligations and responsibilities set forth herein and as provided in applicable law; acknowledges that neither La Salle nor its directors, officers or employees have authority to act as an agent for MU or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on MU or which otherwise bind MU in any manner whatsoever; acknowledges that by agreeing to be the sponsor of the charter school, MU does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the charter school; and further acknowledges that this Charter School Contract is not intended to be for the benefit of any third party including, but not limited to, any director, employee, agent, parent, guardian, student, or independent contractor of the charter school.

Section 1.5. The parties hereto agree that as MU is a research extensive institution that La Salle will be open to the review of research proposals and be willing to engage in projects that will provide mutual benefit to La Salle and MU in promoting scientific evidence to improve education generally.

Section 1.6. The parties hereto agree that nothing contained herein is intended nor shall it be deemed to constitute a waiver of any privileges or immunities to which MU is otherwise entitled under the law and, in addition thereto, the parties acknowledge that Section 160.400.9 RSMo, provides that as the sponsor of the charter school, MU and its agents and employees are not liable for any acts or omissions of the charter school, including acts or omissions relating to the charter submitted by La Salle, the operation of the charter school and the performance of the charter school.

ARTICLE II--STATUTORY REQUIREMENTS

Section 2.1. La Salle, at the time it submitted its application to MU, provided a copy of such application to the school board of the district in which the proposed charter school is to be located, as required by the provisions of Section 160.405.1, RSMo. A copy of such application, dated August 2012, is incorporated as a part of this Charter School Contract.

Section 2.2. Such application, which has been incorporated as a part of this Charter School Contract, contains the following, all of which are required by Sections 160.400 to 160.420, RSMo:

- A. A mission and vision statement for La Salle's charter school;

B. A description of La Salle's organizational structure and the bylaws of the governing body of La Salle, which shall be responsible for the policy, financial management, and operational decisions of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;

C. A financial plan for the first three years of operation of the charter school, including provisions for annual audits;

D. A description of the charter school's policy for securing personnel services, its personnel policies, personnel qualifications, and professional development plan;

E. A description of the grades or ages of students to be served by the charter school;

F. The charter school's calendar of operation which shall include at least the equivalent of a full school term as defined in Section 160.011, RSMo; and

G. An outline of the criteria specified in Section 160.405, RSMo designed to measure the effectiveness of the charter school.

Section 2.3. La Salle shall be nonsectarian in its programs, its admission policies, its employment practices and all other aspects of its operations.

Section 2.4. La Salle shall comply with all laws and regulations of the state relating to health, safety and minimum educational standards.

Section 2.5. La Salle shall be financially accountable, use practices consistent with the Missouri financial accounting manual, provide for an annual audit by a certified public accountant and provide liability insurance to indemnify the school, its board of directors, its staff and its teachers against tort claims. Nothing in this Contract shall be construed as a waiver or limitation of the defenses of sovereign immunity, official immunity and/or qualified immunity of the La Salle Academy, Inc., or any of its affiliated charter schools.

Section 2.6. La Salle shall provide a comprehensive program of instruction for the grade level(s) and age(s) specified in its application.

Section 2.7. La Salle shall design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to the provisions of Section 160.514, RSMo, and, within one hundred twenty (120) days after execution of this Charter School Contract, shall submit a description of such proposed method to MU for approval.

Section 2.8. La Salle shall collect baseline data, including, **but not limited to ... during** the term of this Charter School Contract for the purpose of determining how the charter school is performing and, to the extent applicable, shall participate in the statewide system of assessments comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board of education pursuant to the provisions of Section 160.518, RSMo.

Section 2.9. La Salle shall complete and distribute an annual report card as prescribed in Section 160.522, RSMo.

Section 2.10. La Salle shall report to MU, to the school board of the district in which the proposed charter school is to be located and to the state board of education as to the charter school's teaching methods and any educational innovations and the results thereof, and shall provide data required for the study of charter schools pursuant to the provisions of Section 160.410.4, RSMo.

Section 2.11. La Salle shall assure that the needs of special education children are met in compliance with applicable federal and state laws and regulations.

Section 2.12. La Salle shall enroll all pupils resident in the school district in which it operates or who are eligible to attend the school district's schools under an urban voluntary transfer program who submit a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. If capacity is insufficient to enroll all pupils who submit a timely application, the charter school shall have an admissions process that assures all applicants of an equal chance of gaining admission except as follows:

A. A charter school may establish a geographical area around the charter school whose residents will receive a preference for enrolling in the charter school; provided, however, that such preferences do not result in the establishment of racially or socioeconomically isolated charter schools and provided further that such preferences conform to policies and guidelines established by the state board of education; and

B. A charter school may also give a preference for admission of children whose siblings attend the charter school or whose parents are employed at the charter school.

Section 2.13. La Salle shall not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within the grade level(s) and age(s) specified in its application.

Section 2.14. In addition to complying with the terms and conditions expressly provided in this Charter School Contract, La Salle shall comply with all provisions of Sections 160.400 through 160.420, RSMo and any amendments thereto.

ARTICLE III—TERM, RENEWAL, AND SCOPE OF THE CHARTER SCHOOL CONTRACT

Section 3.1. The term of this Charter School Contract shall be from the date hereof through May 15, 2017, unless terminated prior to that time in accordance with the provisions of Article IV below. With the mutual consent of the parties hereto, and approval by the state board of education, this Charter School Contract may be renewed for an additional five (5) year term.

Section 3.2. The renewal process begins in August of the year prior to the year the charter is considered for renewal by the State Board of Education. MU will conduct a comprehensive review of the school for academic, financial and organizational performance. This review shall be submitted to school for review and response. Should MU support renewal of the charter, the review shall be submitted to the state board of education along with a revised charter application in the final year of the current charter.

Section 3.3. MU agrees that by _____ [insert date], or, in the event the Grand Center Arts Academy, currently a separate local education agency operated by La Salle Academy Inc., is no longer sponsored by Saint Louis University, whichever occurs earlier, MU will sponsor the Grand Center Arts Academy. At such time, this Contract shall be amended to apply to all of the local education agencies of the La Salle Academy, Inc.

ARTICLE IV--TERMINATION OF CHARTER SCHOOL CONTRACT

Section 4.1. MU may terminate this Charter School Contract at any time if the charter school commits a serious breach of one or more provisions of the Charter School Contract. A “serious breach” is defined as a breach that relates to a vital provision of this Charter School Contract, one that goes to the very substance or root of the Charter School Contract. MU may also terminate the Charter School Contract on any of the following grounds:

- A. Failure to meet academic performance standards as set forth in this Charter School Contract or as agreed to by the parties in writing and in advance by MU and La Salle from time to time during the term of this Charter School Contract;
- B. Failure to meet generally accepted standards of fiscal management;
- C. Material violation of applicable federal or state laws; or
- D. There is a change in the provisions of Sections 160.400 through 160.420, RSMo which materially alters or amends the responsibilities and obligations of either _____ La Salle or MU and the parties hereto are unable to agree upon amendments to this Charter School Contract necessary to conform its terms and conditions to said statutory amendments.

Section 4.2. In lieu of such termination, MU may, at its discretion, place La Salle on probationary status to allow an opportunity for La Salle to implement a mutually agreed upon

remedial plan to correct performance deficiencies described in writing by MU, after which, if those performance deficiencies are not corrected to the satisfaction of MU, MU may elect to terminate this Charter School Contract.

Section 4.3. At least sixty (60) days prior to terminating this Charter School Contract in accordance with the provisions of Article IV hereof, MU shall notify La Salle's board of directors in writing of the proposed action and the reasons therefore. The charter school's board of directors may request a hearing prior to such termination by requesting such a hearing within two (2) weeks after receipt of such notice from MU.

Section 4.4. If the charter school's board of directors makes a timely written request for such a hearing, the hearing shall be conducted in accordance with administrative hearing procedures established by MU. Section 160.405.8(4), RSMo provides that final decisions of MU to terminate this Charter School Contract prior to the end of the term thereof shall be subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked.

Section 4.5. Except as provided in Section 4.6. below, no termination of the Charter School Contract by MU shall be effective until the conclusion of the school year in which such decision to terminate is made by MU.

Section 4.6. If MU determines that continued operation of the charter school by La Salle presents a clear and immediate threat to the health and safety of the children enrolled therein, the effective date of such termination shall be the date upon which MU renders its final decision to terminate. Such termination is subject to the appeal procedures set forth herein. Termination pursuant to this paragraph shall be stayed pending any appeal by La Salle.

Section 4.7. Nothing in this Charter School Contract shall limit judicial or other remedies available to La Salle

ARTICLE V--FUNDING SOURCES, TUITION AND FEES

Section 5.1. As a charter school, La Salle shall be eligible to receive state school aid and other funding to the extent provided in Section 160.415, RSMo and shall comply with all provisions of law set forth therein and all provisions of law incorporated by reference therein.

Section 5.2. La Salle may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.

ARTICLE VI--AUTHORIZATION FOR EMPLOYMENT OF PERSONNEL

Section 6.1. As a charter school, La Salle may employ non-certificated instructional personnel; provided, however, that no more than twenty (20) percent of the full-time equivalent instructional staff positions at the charter school are filled by non-certificated personnel and

provided further that all non-certificated instructional personnel shall be supervised by certificated instructional personnel. In addition pursuant to federal law, any charter school receiving Title I funds must comply with the requirements in the No Child Left Behind act, 20 USC § 6319 (2008), requiring that 100% of its instructional personal be certified as a “Highly Qualified Teacher” (HQT).

Section 6.2. La Salle shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee, and shall ensure that a criminal background check and child abuse registry check are conducted for each employee of the charter school prior to the hiring of the employee. Appropriate experience, training and skills of non-certificated instructional personnel shall be determined by considering the following:

- A. Teaching certificates issued by another state or states;
- B. Certification by the National Standards Board;
- C. College degrees in the appropriate field;
- D. Evidence of technical training and competence when such is appropriate; and
- E. Level of supervision and coordination with certificated instructional staff.

ARTICLE VII--INDEMNIFICATION

Section 7.1. La Salle agrees to indemnify and hold MU, its board of curators and members thereof, its officers, employees and agents, harmless from all claims, demands and liability, including attorney fees and related costs, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the charter school's operations or which are incurred as a result of the reliance of MU upon the accuracy of information provided to it by La Salle. In addition to the obligations imposed in the preceding sentence, La Salle agrees that the insurance required by the provisions of Section 160.405.4(4), RSMo and Section 2.5 of this Charter School Contract shall name The Curators of the University of Missouri, the Missouri University of Science and Technology and its officers, employees and agents as additional named insureds for any covered loss of any kind whatsoever which they or any of them legally may be required to pay and which arise out of or are in any manner connected with the charter school's operations or which are incurred as a result of the reliance of MU upon the accuracy of information provided to it by La Salle.

ARTICLE VIII--RESERVATION OF RIGHT TO MONITOR PERFORMANCE

Section 8.1. Notwithstanding its approval of La Salle's application to operate a charter school, MU reserves the right throughout the term of this Charter School Contract to monitor the charter school's performance of its obligations under applicable laws and under this Charter School Contract, its management and its operations. Such monitoring shall include all relevant aspects of the charter school's performance, management and operations. A non-exclusive list of areas includes, but is not limited to:

- A. The attendance of La Salle's principal and/or designee at all required meetings of the Missouri Department of Elementary and Secondary Education;
- B. La Salle shall submit to MU's liaison copies of the posted agenda for and copies of the minutes of all meetings of La Salle's board of directors;
- C. La Salle shall submit to MU's liaison, no later than July 1 of each year, the required annual report card;
- D. La Salle shall submit to MU's liaison, no later than the last day of each calendar year, a copy of the required annual financial audit;
- E. La Salle shall submit to MU's liaison, at the time they are sent to the Missouri Department of Elementary and Secondary Education, a copy of the teacher certification lists;
- F. La Salle shall submit to MU's liaison, within ten (10) days after La Salle's receipt of same, the results of all La Salle's national norm reference tests and the results of the Missouri Assessment Program;
- G. La Salle shall participate in an annual evaluation conducted by MU, or conducted at MU's direction and related initiatives and shall submit to MU's liaison all relevant information and data related thereto;
- J. La Salle shall submit to MU's liaison, prior to the beginning of each school year, all items required by MU prior to the opening of the school year, including a copy of the Student/Parent Handbook that La Salle will utilize during the upcoming school year;
- K. La Salle shall notify MU's liaison, prior to the beginning of each school year and within ten (10) days following a change of individuals responsible, of the identity, address and telephone number, of La Salle's employee or consultant who will be responsible during the school year, for understanding and complying with the expectations of the Missouri Financial Accounting System;

L. If La Salle does not have a written conflict of interest policy for its Board of Directors and its faculty and staff, it shall adopt one and provide a copy of that policy to MU's liaison. In addition, La Salle shall notify the MU's liaison if and when La Salle's conflict of interest policy has been violated and shall provide information, as reasonably requested by MU's liaison, concerning said violation; and

M. La Salle shall have in place adequate financial controls to assure that none of the revenues received for operation of the charter school are expended for expenses unrelated to the operation of any of the charter schools operated by La Salle Academy, Inc., which shall include but not be limited to:

1. A requirement that a monthly check register is reviewed and approved by the charter school's board of directors prior to issuing payment for amounts in excess of \$1,000; and
2. The bank account where state funds are deposited must be established and under the control of the charter school's board of directors. If a management company is contracted, personnel associated with the company shall not have direct access; and
3. The adoption of a procurement policy.

N. La Salle's board of directors will attend yearly board training approved by MU. For purposes of this paragraph, training conducted by the Missouri Public Charter Schools Association shall be automatically approved.

O. La Salle will cooperate with MU to create a monitoring or performance plan that establishes yearly goals to be used by both La Salle and MU to evaluate progress of the Charter School. The plan is attached hereto as Exhibit _____. Such plan shall be revised by the parties by September 30 of each school year.

P. La Salle will conduct an annual self-analysis of academic growth for each school year to be submitted to MU no later than July 1. These self-assessments must include school collected data.

MU and the governing board and staff of the charter school shall meet from time to time, but no less frequently than once every year, to jointly review the charter school's performance, management and operations.

Section 8.2. Other than the expenses associated with sponsorship of a charter school described in Section 160.400.11 RSMo, MU does not expect to receive any compensation for acting as a sponsor and has not asked for nor received from La Salle any fee of any type for consideration of the application and proposed charter submitted by La Salle. MU has not imposed, as a condition for its consideration of the application and proposed charter, a promise of future payment of any kind by La Salle.

ARTICLE IX--GENERAL TERMS AND CONDITIONS

Section 9.1. **Assignment**--This Charter School Contract is not assignable by La Salle without the prior written consent of the Chancellor of MU.

Section 9.2. **Successors and Permitted Assigns**--The terms and conditions of this Charter School Contract are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.

Section 9.3. **Entire Contract**--This Charter School Contract sets forth the entire agreement between MU and La Salle with respect to the subject matter of this Charter School Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Charter School Contract.

Section 9.4. **Amendments**--None of the terms or conditions herein shall in any manner be altered, amended, waived, or abandoned, except by written agreement of the parties, executed by authorized representatives of the parties.

Section 9.5. **Other Contracts**--Nothing contained in this Charter School Contract or in the provisions of Section 160.400 through 160.425 RSMo requires or prohibits the parties from entering into separate contracts related to the Charter School's need to procure professional services from MU or its faculty and staff including, but not limited to, sponsored research contracts, consulting contracts, etc. If the parties desire to enter into such separate contracts, they will be in writing and shall set forth the terms and conditions thereof including the consideration to be paid therefore.

Section 9.6. **Severability**--If any provision of this Charter School Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity or enforceability of the remainder of the provision or the remaining provisions of this Charter School Contract.

Section 9.7. **Non-Waiver**--No term or provision of this Charter School Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the party claimed to have waived or consented. No consent by any party to, or waiver of, a breach or default of the other, whether expressed or implied, shall constitute a consent to, or waiver of, or excuse for any different or subsequent breach or default.

Section 9.8. **Governing Law**--This Charter School Contract shall be governed and controlled by the laws of the State of Missouri as to interpretation, enforcement, validity, construction and effect, and in all other respects. This Charter School Contract shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter School Contract.

Section 9.9. **Counterparts**--This Charter School Contract shall be executed in one or more counterparts and all such counterparts shall constitute one and the same instrument.

Section 9.10. **Notices**--Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon the date of actual delivery, if delivery is by hand; or (ii) the third business day following deposit into the United States mail if delivery is by first class mail, postage prepaid. Each such notice shall be sent to the respective party at the address indicated below or to such other address as may hereafter be designated by a party, by notice to the other party as provided in this section:

To MU:

Chancellor's Office

To La Salle:

IN WITNESS WHEREOF, the parties hereto have executed this Charter School Contract and/or authorized same to be executed by their duly authorized representatives as of the date shown below their respective signatures.

UNIVERSITY OF MISSOURI
College of Education

By _____
Dean

Date _____

By _____
Director Charter School Operations

Date _____

THE CURATORS OF THE
UNIVERSITY OF MISSOURI
on behalf of the University of
Missouri-Columbia

By _____
Chancellor

Date _____

La Salle Charter Schools, Inc.

By _____
Board Chair

Date _____

Appendix B.3. Job Descriptions

Job Title: Assistant Principal

Position Type: Full-time, Salaried

Reporting: The Assistant Principal reports to the Director of School

Job Summary: The Assistant Principal will provide support to the Director of School in all areas of administration.

Administrative Responsibility

Essential Functions:

- Identify, analyze, and apply research findings to promote school improvement
- Assist principal to reach effective and quick resolution of conflicts
- Assist in the preparation of student schedules and school calendar
- Coordinate or assist in coordinating other student programs, extracurricular activities, clubs
- Supervision of special enrichment programs such as field trips and school performances
- Coordinate the student ambassadors program
- Assist in the administration and analysis of school assessments
- Facilitate meetings, demonstrating effective use of group processes
- Establish annual objectives which are supportive of school goals and which address school needs, and gather appropriate data to demonstrate accomplishments of the annual objectives and elements of the job description
- Participate in professional development activities, including meetings with mentor administrators, to improve performance at position

Disciplinary Responsibility

Objective: To think critically about ways to solve disciplinary issues to ensure that students are getting the support they need to learn at their best; to build relationships with all De La Salle students and families to help create a positive and supportive community.

Essential Functions:

- Ensure student safety
- Meet and design plans for success in partnership with parents/guardians of students with behavioral challenges
- Communicate with parents and provide regular evaluations of student progress
- Meet with school counselor to discuss student issues, devise plans for students in class, work with staff to understand and be responsive to needs of students
- Coordinate support services for students
- Consult with the principal regarding student withdrawal for cause and disciplinary consequences, including probationary contracts
- Define expectations for staff performance with regard to classroom management; provide resources and materials to support faculty in classroom management to help accomplish instructional goals; observe classes with student issues and classroom management issues in mind
- Support and regularly check-in with students regarding behavioral, social, and academic issues
- Respond to and report on student issues and concerns
- Maintain knowledge of disciplinary trends include suspensions, attendance, recovery room visits, think sheets, and violations of school rules
- Coordinate data tracking, analysis, and corrective action steps to address disciplinary trends
- Measure and analyze impact of various behavior intervention strategies, including target behavior sheets, consequences, and incentives
- Ensure supervision of recovery room
- Employ bullying prevention and conflict management strategies
- Communicate BIST processes to parents, students, and teachers; monitor effectiveness of processes such as target behavior sheets, Team Focus

Appendix B.3. Job Descriptions

Job Title: Administrative Assistant and Recruitment Coordinator

Position Type: Full-time, Salaried

Reporting: This position reports to the Director of School

Job Summary: This position is responsible for the administrative functions of the middle school and oversees recruitment of new students for the school in accordance with the mission, goals, and policies..

Primary Duties and Responsibilities: Administrative Assistant

- Increase and track parent engagement in the school, leading the PTA meetings
- Plan and coordinate special events with the PTA
- Set up for Parent Meetings, Open House Breakfasts, and other school events
- Maintain an attractive and professional “look” to the building, which informs guests about the school
- Chaperone some grade-level field trips and experiences
- Maintain communications with parents through a bi-weekly bulletin
- Compile and process data using FastDirect or other instruments
- Collect and store documents and data from parents, teachers, and other sources
- Prepare correspondence, reports, and other documents
- Provide clerical and organizational support for several staff members
- Handle minor health concerns and injuries
- Handle phone calls and messages
- Welcome guests with Lasallian hospitality
- Work with staff and suppliers to maintain adequate instructional and office supplies
- Serve as liaison between school and organizations offering charitable gifts in kind, including clothing, books toiletries, etc. Track and report gifts in kind as they arrive
- Attend and actively participate in orientations, some staff meetings, in-services, and Mission Retreats
- Manage transportation accessibility/availability for field trips, including chartered buses
- Track student attendance
- Serve on Crisis Team as First Aid Coordinator
- Manage compliance with student health records
- Organize health-related events such as Healthy Kids Express and Give Kids a Smile
- Other responsibilities and supervision duties as assigned by the Executive Director and the Director of School

Primary duties and responsibilities: Recruitment Coordinator

- Participates in community center and school visits and other special events to promote De La Salle to potential students and families
- Provides information regarding admissions requirements and program benefits to prospective students and parents via phone, mail and personal visits; follows up with mail or phone call, as appropriate
- Oversees student enrollment process
- Produces follow-up reports regarding activities and future plans
- Maintains awareness of new opportunities in the field through social media, personal contacts, or other sources
- Oversees all admissions and recruitment special events and tours
- Maintains and updates referral source contact database
- Updates referral sources on school news and events via social media, email, and/or direct mail
- Plans, coordinates, and organizes Open Houses
- Schedules and conducts home visits for potential students
- Tracks objectives and metrics, set in conjunction with principal, for enrollment

Appendix B.3. Job Descriptions

- Contacts and meets elementary school and youth-program staff to promote the school
- May develop and maintain relationships with peer school outreach coordinators
- Identifies and purchases advertising and marketing materials, while tracking evidence of success
- Coordinates school representation at fairs and education, community and church events

In addition, the following qualities and attitudes are essential

- A pledge to engage in a caring, responsible, and loving human relationship with each student entrusted to his/her care, looking upon each student as a younger brother or sister
- An understanding of his/her role as a key conduit of the core value of hospitality to all guests, including parents, volunteers, board members, and visitors, which necessitates a willingness to engage in professional growth and reflection
- Patience, generosity, gentleness, humility, and a sense of humor

Job Title: Teacher

Position Type: Full-time, Salaried

Reporting: This position reports to the Director of School

Job Summary: The teacher is responsible for the instruction and learning of students in the classroom.

Teacher Essential Functions:

The teacher is responsible for the education of the students entrusted to his/her care through both delivery of the instructional program and modeling of appropriate skills, attitudes and behaviors. It is the teacher who motivates, encourages, and inspires students to excel in all their endeavors and who sets goals and expectations that challenge students to meet and expand their potentials. There is no greater relationship in the school than that between the teacher and student.

- Teach classes in accordance with the school's curriculum
- Accept responsibility for the academic success of students by
 - recognizing that each student is an individual with different needs and abilities
 - utilizing a variety of instructional techniques
 - maintaining effective discipline and high academic expectations
 - recognizing the need for continuous self-evaluation
 - welcoming constructive feedback
 - helping to develop, implement, and evaluate new ideas, methods, and techniques for teaching
 - evaluating the strengths and weaknesses of the curricular program and instructional materials
- Complete and keep a written record of daily lesson plans on a weekly basis
- Adhere to and support all school policies as set forth in the Staff and Student Handbooks
- Chaperone grade-level field trips and retreats, including overnight college exposure trips
- Attend and actively participate in orientations, staff meetings, in-services, grade-level team meetings, parent meetings, student conferences, curriculum work days, and mission retreats
- Attend to measurable professional learning experiences each year
- Engage in professional goal-setting and evaluation, including teacher/peer observation once per semester
- Teach and/or coach in the Renaissance elective program a minimum of one class per semester
- Other responsibilities and supervision duties as assigned, including, but not limited to, substitute teaching, lunch duty, hallway/dismissal/arrival monitor, chaperoning of

Skills:

In addition, the following qualities and attitudes are essential in the teacher at La Salle:

- A pledge to engage in a caring, responsible, and loving human relationship with each student entrusted to his/her care, looking upon each student as a younger brother or sister
- An understanding of his/her teaching role as a vocation, which necessitates a willingness to engage in professional growth and reflection

Appendix B.3. Job Descriptions

- Patience, generosity, gentleness, humility, and a sense of humor

Qualifications:

- Bachelor's degree
- Full state certification in the subject area and grade level being taught or ability to acquire one promptly
- Documentation of content expertise; ability to attain designation as Highly Qualified Teacher promptly

Appendix B.3. Job Descriptions

Job Title: Math Specialist

Position Type: Part-time

Reporting: The Math Specialist reports to the Director of School

Job Summary: The Math Specialist is responsible for teaching mathematics in accordance with the school's curriculum, focusing on the struggling math learner.

Primary duties and responsibilities:

- Apply varied instructional math strategies that address the diversity of the learners
- Use various ongoing assessments to monitor the effectiveness of instruction
- Coach and mentor teachers in math strategies
- Align math assessments with the goals, objectives and instructional strategies of the established curriculum and the Common Core
- Effectively utilize instructional technology and mentor other teachers to do the same
- Complete and keep a written record of daily lesson plans on a weekly basis
- Adhere to and support all school policies as set forth in the Staff and Student Handbooks
- Attend and actively participate in orientations, staff meetings, in-services, grade-level team meetings, parent meetings, student conferences, curriculum work days, and mission retreats
- Attend to measurable professional learning experiences each year
- Engage in professional goal-setting and evaluation, including teacher/peer observation once per semester
- Other responsibilities and supervision duties as assigned, including, but not limited to, substitute teaching, lunch duty, hallway/dismissal/arrival monitor, chaperoning of field trips/experiences, etc.

Education and Skills:

- Minimum of three years' experience teaching in an urban middle or elementary school
- Minimum of three years' experience in teaching Math
- BA/BS in Education

Job Title: Special Education Teacher

Position Type: Full-time

Reporting: The Special Education Instructor reports to the Director of School

Job Summary: The Special Education Instructor is responsible for maximizing the learning experience of students with special needs, in academics, interpersonal skills and activities of daily living by implementing approved curriculum; documenting teaching and student progress/activities, outcomes; addressing students' specific needs and providing a safe and optimal learning environment.

Primary Duties and Responsibilities

- Provide specialized instruction and collect data on student growth as well as recommend a course of action or corrective procedures to overcome issues and maximize learning.
Assist in developing Individual Educational Plans ("IEP") for students.
- Assist students and teaching staff in implementing students' IEP's and behavior management plans.
- Coordinate with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with social work services
- Serve as liaison between home and school
- Continue to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings
- Organize and maintain a system for accurate and complete record-keeping
- Encourage parental involvement in students' education and ensures effective communication with students and parents
- Perform other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Appendix B.3. Job Descriptions

Education and Skills

- Knowledge of Special Education principles, theories, testing, methods, etc. as well as proven methods of maximizing the educational experience of students with special needs
- Knowledge of differentiated instruction based upon student learning styles.
- Knowledge of data information systems and data analysis
- Knowledge of applicable federal and state laws regarding education and students
- State of Missouri Teaching Certificate, Special Education Teacher license
- Bachelors from an accredited college or university in education discipline
- Successful prior special education teaching experience

Job Title: Counselor

Position Type: Part-time

Reporting: The Counselor reports to the Director of School

Job Summary: The Counselor provides counseling, guidance and life skills for students

Primary duties and responsibilities

- Provide individual counseling to referred students
- Provide guidance groups that offer a wellness-focused approach that aims for prevention among and intervention for students
- Provide students and teachers with mental health-related information, education, and support
- Help students build literacy skills, communication skills, leadership skills, and an awareness of diversity, character and self

Job Title: Social Worker

Position Type: Part-time

Reporting: The Social Worker reports to the Director of School

Job Summary: The Social Worker helps students, families, and teachers deal with problems such as truancy, social withdrawal, over-aggressive behavior, rebelliousness, and the effects of special physical, emotional, or economic problems.

Primary duties and responsibilities:

- Accept all referrals from staff, parents, and community persons and entities on students who have attendance and/or behavior problems and who have not responded to the efforts of the teacher, principal, or other staff
- Consult and clarify identified problems/issues with the referral source and student; contact parent/guardian, as feasible and appropriate
- Provide on-going feedback to referral source, student, and parent/guardian
- Consult and collaborate with teachers, Assistant Principal and Director of School regarding methods of helping students with problems and behavior dynamics
- Assist in identifying pupils with special needs and establishing programs for them
- Study situations of students officially withdrawn for misconduct or non-attendance, decide on treatment plans/interventions, provide social work services offer to outside agencies, and make recommendations regarding school reinstatement
- Process applications for special activities and services (such as 100 Neediest Cases, etc.)
- Assist families to secure access to health services, clothing, and other material needs if these are preventing the child's enrollment or attendance at school
- Act as a liaison between the school and community agencies

Education and Skills:

Appendix B.3. Job Descriptions

- Master's degree in Social Work from an accredited CSWE school
- Working knowledge of Social Work theory and processes
- Ability to provide in-depth assessments and intervention options
- Ability to collaborate with other mental health professionals
- Knowledge of how to access community/mental health resources
- Ability to work effectively as a member of a multi-disciplinary team

Appendix B.5. Enrollment Data for Schools in the Community

The tables below reflect the public and charter schools located inside the boundaries of the admission preference zip codes. Data represents elementary and middle schools, as De La Salle plans to enroll 4th graders through 8th graders. All data has been compiled from the Missouri Department of Elementary and Secondary Education. Demographic data is from the 2011-2012 school year, with the exception of free and reduced lunch percentages. Unless otherwise indicated, the free and reduced percentage is from 2009-2010. In some instances, free and reduced lunch percentages were not available from DESE for 2010 or 2012, and are therefore not included.

Public and Charter Schools in Zip Code 63106

Carr Lane VPA			Gateway Math & Science Preparatory	
Grades Served	6-8		Grades Served	PS-8
Total Student Enrollment	516		Total Student Enrollment	459
African-American	88.6%		African-American	7.2%
Caucasian	6.6%		Caucasian	81%
Asian	.8%		Asian	.7%
Hispanic	3.3%		Hispanic	3.3%
Native American	.8%		Native American	0
Free/Reduced Lunch	88.2% (2012)		Free/Reduced Lunch	32.1%
AYP	Not Met		AYP	Not Met

Columbia			Jefferson Elementary	
Grades Served	PS-6		Grades Served	PS-6
Total Student Enrollment	174		Total Student Enrollment	202
African-American	100%		African-American	100%
Caucasian	0		Caucasian	0
Asian	0		Asian	0
Hispanic	0		Hispanic	0
Native American	0		Native American	0
Free/Reduced Lunch			Free/Reduced Lunch	93.6%
AYP	Met		AYP	Not Met

Dunbar Elementary	
Grades Served	PS-6
Total Student Enrollment	198
African-American	100%
Caucasian	0
Asian	0
Hispanic	0
Native American	0
Free/Reduced Lunch	93.7%
AYP	Not Met

Appendix B.5. Enrollment Data for Schools in the Community

Public and Charter Schools in Zip Code 63107

Ames VPA			Confluence Academy - Old North Campus	
Grades Served	PS-5		Grades Served	K-8
Total Student Enrollment	342		Total Student Enrollment	871
African-American	95.3%		African-American	99.7%
Caucasian	3.8%		Caucasian	.20%
Asian	0		Asian	0
Hispanic	.6%		Hispanic	0
Native American	.3%		Native American	0
Free/Reduced Lunch	93.6% (2012)		Free/Reduced Lunch	
AYP	Not Met		AYP	Not Met

Bryan Hill			Farragut Elementary	
Grades Served	PS-5		Grades Served	PS-6
Total Student Enrollment	168		Total Student Enrollment	166
African-American	99.4%		African-American	100%
Caucasian	.6%		Caucasian	0
Asian	0		Asian	0
Hispanic	0		Hispanic	0
Native American	0		Native American	0
Free/Reduced Lunch	94.6%		Free/Reduced Lunch	
AYP	Not Met		AYP	Not Met

Clay Elementary	
Grades Served	PS-5
Total Student Enrollment	125
African-American	96.2%
Caucasian	3.2%
Asian	0
Hispanic	0
Native American	0
Free/Reduced Lunch	94.6%
AYP	Not Met

Appendix B.5. Enrollment Data for Schools in the Community

Public and Charter Schools in Zip Code 63112

Ford Elementary			Langston Middle School	
Grades Served	PS-6		Grades Served	6-8
Total Student Enrollment	214		Total Student Enrollment	298
African-American	99.5%		African-American	97.3%
Caucasian	.5%		Caucasian	.3%
Asian	0		Asian	1%
Hispanic	0		Hispanic	1.3%
Native American	0		Native American	0
Free/Reduced Lunch	94.3%		Free/Reduced Lunch	93.8% (2012)
AYP	Not Met		AYP	Not Met

Hamilton			Laclede	
Grades Served	PS-5		Grades Served	PS-5
Total Student Enrollment	231		Total Student Enrollment	183
African-American	97%		African-American	99.5%
Caucasian	.9%		Caucasian	0
Asian	1.3%		Asian	0
Hispanic	.9%		Hispanic	.5%
Native American	0		Native American	0
Free/Reduced Lunch	89.6%		Free/Reduced Lunch	
AYP	Not Met		AYP	Not Met

Public and Charter Schools in Zip Code 63113

Cote Brilliante			Washington Montessori	
Grades Served	PS-6		Grades Served	PS-5
Total Student Enrollment	166		Total Student Enrollment	327
African-American	95.8%		African-American	89.3%
Caucasian	1.8%		Caucasian	4.6%
Asian	0		Asian	.6%
Hispanic	2.4%		Hispanic	4%
Native American	0		Native American	1.5%
Free/Reduced Lunch	93.9%		Free/Reduced Lunch	86.3% (2012)
AYP	Not Met		AYP	Not Met

Appendix B.5. Enrollment Data for Schools in the Community

Public and Charter Schools in Zip Code 63115

Yeatman/Liddell Preparatory			North Side Community School	
Grades Served	7-9		Grades Served	K-5
Total Student Enrollment	354		Total Student Enrollment	191
African-American	99.4%		African-American	98.4%
Caucasian	.6%		Caucasian	1%
Asian	0		Asian	0
Hispanic	0		Hispanic	0
Native American	0		Native American	0
Free/Reduced Lunch	93.1% (2012)		Free/Reduced Lunch	
AYP	Not Met		AYP	Not Available

Hickey			Ashland	
Grades Served	PS-5		Grades Served	PS-6
Total Student Enrollment	207		Total Student Enrollment	257
African-American	99.5%		African-American	100%
Caucasian	.5%		Caucasian	0
Asian	0		Asian	0
Hispanic	0		Hispanic	0
Native American	0		Native American	0
Free/Reduced Lunch			Free/Reduced Lunch	91%
AYP	Not Met		AYP	Not Met

Lexington	
Grades Served	PS-5
Total Student Enrollment	255
African-American	99.2%
Caucasian	.4%
Asian	0
Hispanic	0
Native American	.4%
Free/Reduced Lunch	93.1%
AYP	Not Met

Appendix B.5. Enrollment Data for Schools in the Community

Public and Charter Schools in Zip Code 63120

Confluence Academy - Walnut Park Campus	
Grades Served	K-8
Total Student Enrollment	905
African-American	98%
Caucasian	1.7%
Asian	0
Hispanic	.2%
Native American	0
AYP	Not Met

Walbridge	
Grades Served	PS-6
Total Student Enrollment	206
African-American	99%
Caucasian	1%
Asian	0
Hispanic	0
Native American	0
Free/Reduced Lunch	93.4%
AYP	Not Met

Appendix B.6. Community Letters of Support

To whom it may concern,

I am writing this letter to express my support for La Salle. As De La Salle (DLS), La Salle has already proven itself to be an invaluable resource to its students and local community.

I have been associated with DLS since its inception 12 years ago. I work in a shelter for homeless women and their children near DLS, and have seen the difference that this school makes in the lives of at-risk kids. Children who have been homeless for most of their lives enter DLS, and leave three years later with a real shot at college, with the security that goes along with a degree. I believe that the work De La Salle does LITERALLY saves lives; as opposed to a shoddy education in an unaccredited school, De La Salle graduates go on to private high schools with a solid foundation for college.

La Salle will continue to model extraordinary teaching of kids who deserve, but typically don't receive, a quality education. The faculty and staff's work, love, kindness, and the personal way they approach each student helps make it a success. From the spring break trips to the camping trips, from the long hours at Parent Teacher conferences to the long weeks at the end of July, the DLS structure and mission is manifested wonderfully and powerfully. DLS, performs small miracles every day that result in changed, and lives. I am thrilled that DLS is expanding, and know that it will continue to serve its students, families, and community in the same extraordinary way that it has for the past 12 years.

Sincerely,

Jenny Truax May 27, 2013

(Name and Date)

Organization and title

Karen House Catholic Worker Community Member

Name (printed): Jenny Truax

Email address: cwjedi@gmail.com

Appendix B.6. Community Letters of Support

To whom it may concern,

I am writing this letter to express my support for Lasalle: The Northside Center for Learning. I believe that Lasalle will be a valuable asset to the community and will greatly benefit the children, families and local community. I support Lasalle Charter School because:

- Lasalle will fill a need in the community for an alternative to traditional public education.
- Lasalle's mission is to transform lives and the community through innovative education. I believe that lives can be transformed through education.
- As an independent school for 13 years, Lasalle (formerly De La Salle Middle School) has proven to be successful. As a charter school, Lasalle will be able to serve more students and therefore transform more lives.
- There is a strong commitment among current and future parents to be actively involved in their children's education, and to desire the most quality education possible. Lasalle will provide this quality education.
- Lasalle will work with each child and design programs to ensure that each child succeeds.
- Lasalle will provide innovative educational opportunities that will challenge students to reach their full potential.

I support the approval of Lasalle: The Northside Center for Learning, to serve students and families in the community. I agree with the school's mission and believe that Lasalle, as a school of choice, is needed in the neighborhood.

Sincerely,

William M. Howard 20 Sept 13

(Name and Date)

Parent of William Howard, grade 8th

Name (printed): William M. Howard

Email address: NA

Appendix B.6. Community Letters of Support

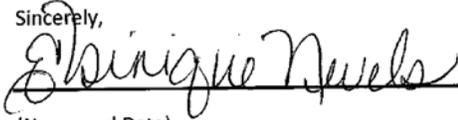
To whom it may concern,

I am writing this letter to express my support for Lasalle: The Northside Center for Learning. I believe that Lasalle will be a valuable asset to the community and will greatly benefit the children, families and local community. I support Lasalle Charter School because:

- Lasalle will fill a need in the community for an alternative to traditional public education.
- Lasalle's mission is to transform lives and the community through innovative education. I believe that lives can be transformed through education.
- As an independent school for 13 years, Lasalle (formerly De La Salle Middle School) has proven to be successful. As a charter school, Lasalle will be able to serve more students and therefore transform more lives.
- There is a strong commitment among current and future parents to be actively involved in their children's education, and to desire the most quality education possible. Lasalle will provide this quality education.
- Lasalle will work with each child and design programs to ensure that each child succeeds.
- Lasalle will provide innovative educational opportunities that will challenge students to reach their full potential.

I support the approval of Lasalle: The Northside Center for Learning, to serve students and families in the community. I agree with the school's mission and believe that Lasalle, as a school of choice, is needed in the neighborhood.

Sincerely,



(Name and Date)

Parent of JAVUAN BANKS, grade 8th

Name (printed): EBINIQUE NEVELS

Email address: ebinique@gmail.com

Appendix B.6. Community Letters of Support



211 North Broadway
Suite 1260
Saint Louis, MO 63102 USA
t 314.436.8001
f 314.436.5352
www.deaconess.org

May 28, 2013

Affiliated with the United Church of Christ

To whom it may concern,

I am writing this letter to enthusiastically express my support for the Lasallian Center for Learning Charter School. I believe that the Lasallian Center for Learning Charter School will be a valuable asset to the community and will greatly benefit the children, families and local community. In 2012, Deaconess Foundation chose the De La Salle Middle School to become a Deaconess Impact Partner through a highly competitive partner. Over the next four years, the Foundation will invest significantly in "back office" or infrastructure improvements (board development, evaluation systems, fundraising capacity, program design) to aid De La Salle in reaching its goals of expanding the number of students it positively impacts. The Foundation considers the school's decision to become the Lasallian Center for Learning Charter School a key strategy in advancing its mission. The Foundation plans to be a steady partner in this exciting transition. The Foundation believes in the Lasallian Center for Learning primarily because of the demonstrated track record De La Salle has already accomplished: school leadership and student results are strong suits. Both the board and staff know what it takes to succeed with low-income students, and this experience will prove an invaluable backbone to future endeavors. In addition, the Foundation believes the following:

- The Lasallian Center for Learning's mission is to transform lives and the community through innovative education. I believe that lives can be transformed through education.
- As an independent school for 12 years, The Lasallian Center for Learning's model (formerly De La Salle Middle School) has proven to be successful. As a charter school, The Lasallian Center for Learning will be able to serve more students and therefore transform more lives.
- There is a strong commitment among current and future parents to be actively involved in their children's education, and to desire the most quality education possible. The Lasallian Center for Learning will provide this quality education.
- The Lasallian Center for Learning Charter School will work with each child and design programs to ensure that each child succeeds.
- The Lasallian Center for Learning Charter School will provide innovative educational opportunities that will challenge students to reach their full potential.

I strongly support the approval of The Lasallian Center for Learning Charter School to serve students and families in the community.

Sincerely,

A handwritten signature in black ink that reads 'Jane Donahue'.

Jane Donahue

Vice President

Promoting healthy and hope-filled futures

Appendix C.1a. Budget for the Proposed Charter Term

LaSalle Charter School		Proposed Five Year Operational Budget				
		<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Revenues						
5100	Local	\$ 150,000	\$ 95,851	\$ 135,506	\$ 137,904	\$ 137,904
5200	County	-	-	-	-	-
5300	State	821,284	1,161,063	1,181,603	1,181,603	1,181,603
5400	Federal	175,061	233,762	233,762	233,762	233,762
5899	GRAND TOTAL REVENUES	<u>1,146,345</u>	<u>1,490,676</u>	<u>1,550,871</u>	<u>1,553,269</u>	<u>1,553,269</u>
Expenditures						
1100	Regular Programs	379,161	447,271	510,952	525,332	540,170
1200	Special Programs	73,100	74,543	76,029	77,560	79,137
1999	TOTAL INSTRUCTION	<u>452,261</u>	<u>521,814</u>	<u>586,981</u>	<u>602,892</u>	<u>619,307</u>
2100	Support Services-Pupils	63,288	66,824	68,613	70,456	72,353
2200	Support Services-Professional Development	38,600	39,758	40,951	42,179	43,445
2320	Executive Administration Services	181,850	197,443	203,151	209,030	215,084
2410	School Administration-Principal	136,538	140,634	144,854	149,198	153,674
2510	Support Services-Business	24,000	24,720	25,462	26,225	27,012
2540	Operation of Plant Services	48,000	49,440	50,923	52,451	54,024
2560	Food Services	89,010	118,680	118,680	118,680	118,680
2660	Technology Services	3,800	3,914	4,031	4,152	4,277
2998	TOTAL SUPPORT SERVICES	<u>585,085</u>	<u>641,413</u>	<u>656,664</u>	<u>672,372</u>	<u>688,550</u>
9999	GRAND TOTAL EXPENDITURES	<u>1,037,346</u>	<u>1,163,228</u>	<u>1,243,645</u>	<u>1,275,264</u>	<u>1,307,857</u>
Total Revenue Over/(Under) Total Expenses		<u>109,000</u>	<u>327,448</u>	<u>307,226</u>	<u>278,005</u>	<u>245,412</u>
Beginning Balance, July 1		100,000	209,000	536,448	843,673	1,121,678
Ending Balance, June 30		<u>\$ 209,000</u>	<u>\$ 536,448</u>	<u>\$ 843,673</u>	<u>\$ 1,121,678</u>	<u>\$ 1,367,091</u>
Ending Cash Fund Balance of Operating Expenses		20%	46%	68%	88%	105%

Appendix C.1a. Budget for the Proposed Charter Term

LaSalle

5 Year Projection - WADA

Enrollment	2015-16 (90 Enr)	2016-17 (120 Enr)	2017-18 (120 Enr)	2018-19 (120 Enr)	2019-20 (120 Enr)
Projected ADA	83.70	111.60	111.60	111.60	111.60
Summer School ADA	0.00	9.78	13.03	13.03	13.03
Projected FRL #	81.00	108.00	108.00	108.00	108.00
Equivalent Weight	11.67	14.56	14.22	14.22	14.22
Projected IEP #	22.00	30.00	30.00	30.00	30.00
Equivalent Weight	8.59	11.03	10.72	10.72	10.72
Projected WADA	103.96	146.97	149.57	149.57	149.57

Appendix C.1a. Budget for the Proposed Charter Term

Revenue	2015-16	2016-17	2017-18	2018-19	2019-20
5100 Local Revenue					
5113 Prop C	\$ - (a)	\$ 95,851 (a)	\$ 135,506 (a)	\$ 137,904 (a)	\$ 137,904 (a)
5150 Food Sales to Pupils	-	-	-	-	-
5160 Food Sales to Adults	-	-	-	-	-
5180 Community Services	-	-	-	-	-
5190 Private Gifts	150,000	-	-	-	-
5100 Total Local Revenue	<u>150,000</u>	<u>95,851</u>	<u>135,506</u>	<u>137,904</u>	<u>137,904</u>
5200 County Revenue					
5200 County Revenue	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
5300 State Revenue					
5311 Basic Formula	821,284 (b)	1,127,529 (c)	1,136,851 (d)	1,136,851 (d)	1,136,851 (d)
5319 Classroom Trust Fund (CTF)	- (e)	33,534 (e)	44,752 (e)	44,752 (e)	44,752 (e)
5300 State Revenue	<u>821,284</u>	<u>1,161,063</u>	<u>1,181,603</u>	<u>1,181,603</u>	<u>1,181,603</u>
5400 Federal Revenue					
5441 Special Ed Part B	23,001 (f)	31,015 (f)	31,015 (f)	31,015 (f)	31,015 (f)
5445 School Lunch Program	44,895 (g)	59,860 (h)	59,860 (h)	59,860 (h)	59,860 (h)
5446 School Breakfast Program	28,190 (i)	37,587 (j)	37,587 (j)	37,587 (j)	37,587 (j)
5451-65 Federal Programs	78,975 (k)	105,300 (k)	105,300 (k)	105,300 (k)	105,300 (k)
5497 Federal CSP	-	-	-	-	-
5400 Federal Revenue	<u>175,061</u>	<u>233,762</u>	<u>233,762</u>	<u>233,762</u>	<u>233,762</u>
5899 GRAND TOTAL REVENUES	<u>1,146,345</u>	<u>1,490,676</u>	<u>1,550,871</u>	<u>1,553,269</u>	<u>1,553,269</u>

Revenue Explanations:

(a) \$922 per previous years WADA

(b) $103.96 \text{ WADA} \times \$7,900 = \$821,284$

(c) $146.97 \text{ WADA} \times \$7,900 = \$1,161,063 - \$33,534 \text{ CTF} = \$1,127,529$

(d) $149.57 \text{ WADA} \times \$7,900 = \$1,181,603 - \$44,752 \text{ CTF} = \$1,136,851$

(e) \$401 per previous years regular ADA

(f) Per SPED: $\$94.20 \times \text{enrollment} + \$38.45 \text{ per FRL} + \text{base amount per IEP } \518.60

(g) Lunches: $81 \text{ FRL} \times 93\% \text{ ADA} \times \$3.01 \times 198 \text{ days} = \$44,895$

(h) Lunches: $108 \text{ FRL} \times 93\% \text{ ADA} \times \$3.01 \times 198 \text{ days} = \$59,860$

(i) Breakfast: $81 \text{ ADA} \times 93\% \times \$1.89 \times 198 \text{ days} = \$28,190$

(j) Breakfast: $108 \text{ ADA} \times 93\% \times \$1.89 \times 198 \text{ days} = \$37,587$

(k) \$975 per FRL

Appendix C.1a. Budget for the Proposed Charter Term

Expenditures by Function	2015-16	2016-17	2017-18	2018-19	2019-20				
1100 Regular Programs									
6100 Salaries - Certified	245,039	\$ 290,500	\$ 338,607	\$ 348,766	\$ 350,249	\$ 289,009			
6150 Salaries - Non-certified	24,000	24,700	25,452	26,225	27,012				
6200 Benefits	80,712	94,566	106,221	112,497	115,878		80,712		
6300 Purchased Services	9,160	10,486	10,662	10,844	11,030			9,160	
6400 Supplies & Materials	20,250	27,000	27,000	27,000	27,000			20,250	
6500 Equipment	-	-	-	-	-				
Total Regular Program	379,161	447,271	510,952	525,332	540,170				
1200 Special Programs									
6100 Salaries - Certified	37,000	38,110	38,253	40,431	41,644	\$ 37,000			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	11,100	11,433	11,716	12,129	12,403		11,100		
6300 Purchased Services	25,000	25,000	25,000	25,000	25,000			25,000	
6400 Supplies & Materials	-	-	-	-	-				
6500 Equipment	-	-	-	-	-				
Total Special Programs	73,100	74,543	76,029	77,560	79,137				
2100 Support Services-Pupils									
6100 Salaries - Certified	-	-	-	-	-	\$ 41,375			
6150 Salaries - Non-certified	41,375	42,616	43,895	45,212	46,568				
6200 Benefits	12,413	12,785	13,169	13,564	13,970		12,413		
6300 Purchased Services	4,100	4,223	4,350	4,480	4,615			4,100	
6400 Supplies & Materials	5,400	7,200	7,200	7,200	7,200			5,400	
6500 Equipment	-	-	-	-	-				
Total Support Services-Pupils	63,288	66,834	68,613	70,456	72,353				
2200 Support Services-Prof Develop									
6100 Salaries - Certified	-	-	-	-	-	\$ -			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	-	-	-	-	-				
6300 Purchased Services	38,600	39,758	40,951	42,179	43,445		38,600		
6400 Supplies & Materials	-	-	-	-	-				
6500 Equipment	-	-	-	-	-				
Total Support Services-Prof Develop	38,600	39,758	40,951	42,179	43,445				
(cont'd)									
Expenditures by Function	2015-16	2016-17	2017-18	2018-19	2019-20				
2320 Executive Administration Services									
6100 Salaries - Certified	-	-	-	-	-	\$ 124,192			
6150 Salaries - Non-certified	124,192	127,918	131,755	135,709	139,780				
6200 Benefits	37,258	38,375	39,527	40,713	41,934		37,258		
6300 Purchased Services	15,000	23,650	24,659	25,409	26,171			15,000	
6400 Supplies & Materials	5,400	7,200	7,200	7,200	7,200			5,400	
6500 Equipment	-	-	-	-	-				
Total Executive Administration Serv	181,850	197,443	203,151	209,630	215,084				
2410 School Administration-Principal									
6100 Salaries - Certified	105,029	108,180	111,426	114,758	118,211	\$ 105,029			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	31,509	32,454	33,428	34,430	35,463		31,509		
6300 Purchased Services	-	-	-	-	-				
6400 Supplies & Materials	-	-	-	-	-				
6500 Equipment	-	-	-	-	-				
Total School Admin-Principal	136,538	140,634	144,854	149,188	153,674				
2510 Support Services-Business									
6100 Salaries - Certified	-	-	-	-	-	\$ -			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	-	-	-	-	-				
6300 Purchased Services	24,000	24,720	25,452	26,225	27,012		24,000		
6400 Supplies & Materials	-	-	-	-	-				
6500 Equipment	-	-	-	-	-				
Total Support Services-Business	24,000	24,720	25,452	26,225	27,012				
2540 Operation of Plant Services									
6100 Salaries - Certified	-	-	-	-	-	\$ -			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	-	-	-	-	-				
6300 Purchased Services	48,000	49,440	50,923	52,451	54,024		48,000		
6400 Supplies & Materials	-	-	-	-	-				
6500 Equipment	-	-	-	-	-				
Total Operation of Plant Services	48,000	49,440	50,923	52,451	54,024				
2560 Food Services									
6100 Salaries - Certified	-	-	-	-	-	\$ -			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	-	-	-	-	-				
6300 Purchased Services	83,160	110,880	110,800	110,800	110,880		83,160		
6400 Supplies & Materials	5,850	7,800	7,800	7,800	7,800			5,850	
6500 Equipment	-	-	-	-	-				
Total Food Services	89,010	118,680	118,600	118,600	118,680				
2600 Technology Services									
6100 Salaries - Certified	-	-	-	-	-	\$ -			
6150 Salaries - Non-certified	-	-	-	-	-				
6200 Benefits	-	-	-	-	-				
6300 Purchased Services	3,800	3,914	4,031	4,152	4,277		3,800		
6400 Supplies & Materials	-	-	-	-	-				
6500 Equipment	-	-	-	-	-				
Total Technology Services	3,800	3,914	4,031	4,152	4,277				
Total Expenditures by Function	\$ 1,037,346	\$ 1,163,228	\$ 1,243,645	\$ 1,275,264	\$ 1,307,657	\$ 576,635			

Appendix C.1a. Budget for the Proposed Charter Term

Salaries	2015-16	2016-17	2017-18	2018-19	2019-20
1100 Regular Programs					
6100 Classroom Teachers (5 FTE)	222,921	229,608	275,889	284,166	292,711
6100 Math Specialist (0.5 FTE)	22,118	22,782	23,465	24,169	24,894
6150 Volunteers (2 FTE)	24,000	24,720	25,462	26,225	27,012
Total Regular Program Salaries	269,039	277,110	324,816	334,560	344,617
1200 Special Programs					
6100 Special Education Teacher (1 FTE)	37,000	38,110	39,253	40,431	41,644
Total Special Programs Salaries	37,000	38,110	39,253	40,431	41,644
2100 Support Services-Pupils					
6150 Counselor (0.5 FTE)	19,627	20,215	20,822	21,447	22,090
6150 Social Worker (0.5 FTE)	15,383	15,845	16,320	16,809	17,314
6150 Recruitment Coordinator (0.25 FTE)	6,365	6,556	6,753	6,956	7,164
Total Support Serv-Pupils Salaries	41,375	42,616	43,895	45,212	46,568
2320 Executive Administration Services					
6150 Executive Director (1 FTE)	86,000	88,580	91,237	93,975	96,794
6150 Administrative Assistant (1 FTE)	38,192	39,338	40,518	41,734	42,986
Total Exec Admin Serv Salaries	124,192	127,918	131,755	135,709	139,780
2410 School Administration-Principal					
6100 Principal (1 FTE)	61,532	63,378	65,280	67,238	69,255
6100 Assistant Principal (1 FTE)	43,497	44,802	46,146	47,530	48,956
Total School Admin-Prin Salaries	105,029	108,180	111,426	114,768	118,211
Total Salaries	\$ 576,635	\$ 593,934	\$ 651,145	\$ 670,680	\$ 690,820

Appendix C.1a. Budget for the Proposed Charter Term

Purchased Services	2015-16	2016-17	2017-18	2018-19	2019-20
1100 Regular Programs					
6311 NWEA, Renaissance Learning	3,460	4,615	4,615	4,615	4,615
6334 Rental Equipment	5,700	5,871	6,047	6,229	6,415
Total Regular Programs	9,160	10,486	10,662	10,844	11,030
1200 Special Programs					
6311 Special Education Services	25,000	25,000	25,000	25,000	25,000
Total Special Programs Purch Serv	25,000	25,000	25,000	25,000	25,000
2100 Support Services-Pupils					
6319 Marketing & Development	2,500	2,575	2,652	2,732	2,814
6363 Printing/Binding	1,600	1,648	1,697	1,748	1,801
Total Support Services-Pupils	4,100	4,223	4,350	4,480	4,615
2200 Support Services-Prof Develop					
6319 Professional Development	27,000	27,810	28,644	29,504	30,389
6319 Staff Development	11,600	11,948	12,306	12,676	13,056
Total Support Serv-Prof Develop Purch	38,600	39,758	40,951	42,179	43,445
2320 Executive Administration Services					
6315 Auditing Fees	-	8,500	8,755	9,018	9,288
6317 Legal Fees	-	-	-	-	-
6362 Staff Recruitment	15,000	15,450	15,914	16,391	16,883
Total Ex Admin Purch Services	15,000	23,950	24,669	25,409	26,171
2510 Support Services-Business					
6319 Accounting Services	24,000	24,720	25,462	26,225	27,012
Total Support Services-Business	24,000	24,720	25,462	26,225	27,012
2540 Operation of Plant Services					
6333 Building Rent	48,000	49,440	50,923	52,451	54,024
Total Operation of Plant Serv-Purch	48,000	49,440	50,923	52,451	54,024
2560 Food Services					
6391 Food Service	83,160 (a)	110,880 (b)	110,880 (b)	110,880 (b)	110,880 (b)
Total Food Services-Purch Serv	83,160	110,880	110,880	110,880	110,880
2660 Technology Services					
6332 Repair & Maintenance-Equipment	3,800	3,914	4,031	4,152	4,277
Total Technology Services-Purch Serv	3,800	3,914	4,031	4,152	4,277
Total Purchased Services	\$ 250,820	\$ 292,371	\$ 296,927	\$ 301,620	\$ 306,454

(a) 84 lunch/breakfast per day x \$5.00 x 198 days = \$83,160

(b) 112 lunch/breakfast per day x \$5.00 x 198 days = \$110,880

Appendix C.1a. Budget for the Proposed Charter Term

<u>Supplies</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
1100 Regular Programs					
6411 Assessment Material	2,250 (a)	3,000 (b)	3,000 (b)	3,000 (b)	3,000 (b)
6411 Classroom Supplies	2,700 (c)	3,600 (d)	3,600 (d)	3,600 (d)	3,600 (d)
6431 Textbooks & Materials	15,300 (e)	20,400 (f)	20,400 (f)	20,400 (f)	20,400 (f)
Total Regular Program Supplies	20,250	27,000	27,000	27,000	27,000
2100 Support Services-Pupils					
6411 Admission Supplies & Materials	5,400 (g)	7,200 (h)	7,200 (h)	7,200 (h)	7,200 (h)
Total Supports-Services Pupils Supplies	5,400	7,200	7,200	7,200	7,200
2320 Executive Administration Services					
6411 General Supplies	5,400 (i)	7,200 (j)	7,200 (j)	7,200 (j)	7,200 (j)
Total Ex Admin Supplies	5,400	7,200	7,200	7,200	7,200
2560 Food Services					
6411 Supplies & Materials	5,850 (k)	7,800 (l)	7,800 (l)	7,800 (l)	7,800 (l)
Total Food Services Supplies	5,850	7,800	7,800	7,800	7,800
Total Purchased Services	\$ 36,900	\$ 49,200	\$ 49,200	\$ 49,200	\$ 49,200

- (a) \$25 x enrollment of 90 students
- (b) \$25 x enrollment of 120 students
- (c) \$30 x enrollment of 90 students
- (d) \$30 x enrollment of 120 students
- (e) \$170 x enrollment of 90 students
- (f) \$170 x enrollment of 120 students
- (g) \$60 x enrollment of 90 students
- (h) \$60 x enrollment of 120 students
- (i) \$60 x enrollment of 90 students
- (j) \$60 x enrollment of 120 students
- (k) \$60 x enrollment of 90 students
- (l) \$60 x enrollment of 120 students

Appendix C.1b. Opening Year Cash Flow Analysis

LaSalle Charter School Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
REVENUES													
Local	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 150,000
State	-	110,205	55,102	55,102	55,102	55,102	94,600	60,757	129,903	68,440	68,440	68,441	821,284
Federal	-	-	-	-	35,990	32,685	16,585	16,580	20,030	16,580	16,580	20,031	175,061
Total Revenues	150,000	110,205	55,102	55,102	91,092	87,787	111,275	77,337	149,933	85,020	85,020	88,472	1,146,345
EXPENDITURES													
Salaries	48,052	48,053	48,053	48,053	48,053	48,053	48,053	48,053	48,053	48,053	48,053	48,053	576,635
Benefits	14,416	14,416	14,416	14,416	14,416	14,416	14,416	14,416	14,416	14,416	14,416	14,414	172,990
Purchased Services	8,242	10,902	16,138	18,916	18,916	32,416	24,716	23,916	23,916	19,746	19,751	33,245	250,820
Supplies & Materials	450	22,582	982	982	982	982	5,032	982	982	982	982	980	36,900
Equipment/Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 71,160	\$ 95,963	\$ 79,589	\$ 82,367	\$ 82,367	\$ 95,867	\$ 92,217	\$ 87,367	\$ 87,367	\$ 83,197	\$ 83,202	\$ 96,692	\$ 1,037,345
Monthly Surplus (Deficit)	\$ 78,840	\$ 14,232	\$ (24,487)	\$ (27,265)	\$ 8,725	\$ (8,080)	\$ 19,058	\$ (10,030)	\$ 62,566	\$ 1,823	\$ 1,818	\$ (8,220)	\$ 100,000
Beginning Cash In Bank	\$ 100,000	\$ 178,840	\$ 193,092	\$ 168,605	\$ 141,340	\$ 150,065	\$ 141,985	\$ 161,043	\$ 151,013	\$ 213,579	\$ 215,402	\$ 217,220	\$ 100,000
Ending Cash in Bank	\$ 178,840	\$ 193,092	\$ 168,605	\$ 141,340	\$ 150,065	\$ 141,985	\$ 161,043	\$ 151,013	\$ 213,579	\$ 215,402	\$ 217,220	\$ 209,000	\$ 209,000

Appendix C.1b. Opening Year Cash Flow Analysis

Revenues	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
Local													
5113 Prop C	-	-	-	-	-	-	-	-	-	-	-	-	-
5190 Private Gifts	150,000	-	-	-	-	-	-	-	-	-	-	-	150,000
Total Local	150,000												150,000
State													
5311 Basic Formula	-	110,205	55,102	55,102	55,102	55,102	94,690	60,757	129,903	68,440	68,440	68,441	821,284
5319 Classroom Trust Fund	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State	-	110,205	55,102	55,102	55,102	55,102	94,690	60,757	129,903	68,440	68,440	68,441	821,284
Federal													
5441 Special Ed Part B	-	-	-	-	-	16,100	-	-	3,450	-	-	3,451	23,001
5445 School Lunch	-	-	-	-	9,979	4,968	4,968	4,968	4,968	4,968	4,968	4,968	44,895
5446 School Breakfast	-	-	-	-	6,266	3,132	3,132	3,132	3,132	3,132	3,132	3,132	28,190
5451-65 Federal Programs	-	-	-	-	19,745	8,465	8,465	8,460	8,460	8,460	8,460	8,460	78,975
5497 Federal CSP	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal	-	-	-	-	35,990	32,685	16,585	16,580	20,030	16,580	16,580	20,031	175,061
Total Revenues	150,000	110,205	55,102	55,102	91,092	87,787	111,275	77,337	149,933	85,020	85,020	88,472	1,146,345

Appendix C.1b. Opening Year Cash Flow Analysis

Purchased Services	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
6311 NWEA, Renaissance Learning	-	3,460	-	-	-	-	-	-	-	-	-	-	3,460
6311 Special Education Services	-	-	-	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,776	25,000
6319 Accounting Services	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
6319 Marketing & Development	-	-	-	-	-	-	-	-	-	830	835	835	2,500
6319 Professional Development	-	-	-	-	-	13,500	-	-	-	-	-	13,500	27,000
6319 Staff Development	967	967	967	967	967	967	967	967	967	967	967	963	11,600
6332 Repair & Maintenance-Equipment	-	-	380	380	380	380	380	380	380	380	380	380	3,800
6333 Building Rent	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
6334 Rental Equipment	475	475	475	475	475	475	475	475	475	475	475	475	5,700
6362 Staff Recruitment	-	-	-	-	-	-	5,000	5,000	5,000	-	-	-	15,000
6363 Printing/Binding	800	-	-	-	-	-	800	-	-	-	-	-	1,600
6391 Food Service	-	-	8,316	8,316	8,316	8,316	8,316	8,316	8,316	8,316	8,316	8,316	83,160
Total Purchased Services	8,242	10,902	16,138	18,916	18,916	32,416	24,716	23,916	23,916	19,746	19,751	33,245	250,820

Appendix C.1b. Opening Year Cash Flow Analysis

Supplies & Materials	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
6411 Admission Supplies & Materials	-	2,700	-	-	-	-	2,700	-	-	-	-	-	5,400
6411 Assessment Material	-	2,250	-	-	-	-	-	-	-	-	-	-	2,250
6411 Classroom Supplies	-	1,350	-	-	-	-	1,350	-	-	-	-	-	2,700
6411 General Supplies-Admin	450	450	450	450	450	450	450	450	450	450	450	450	5,400
6411 Supplies & Materials-Food Serv	-	532	532	532	532	532	532	532	532	532	532	530	5,850
6431 Textbooks & Materials	-	15,300	-	-	-	-	-	-	-	-	-	-	15,300
Total Supplies & Materials	450	22,582	982	982	982	982	5,032	982	982	982	982	980	36,900

Appendix C.6. Pre-opening Plan

Opening: August 2015

Closure of existing school	Documentation Needed	Due Date	Status	Notes
Determine process for closure of existing school		01.01.15		Contact Curt Fuchs, Charter Coordinator
Consult legal experts for new legal structure of La Salle	501c3 verification	01.01.15	Work in progress	Executive Director, Board Governance Chair, and Executive Committee have begun the formal process to establish new entity
Design and install signage that indicates public school identification; removal of religious symbols, words, language in future communication and signage		08.01.15	ongoing	Sponsor and Board approval and identification of needed changes
DESE/State Compliance & Communication	Documentation Needed	Due Date	Status	Notes
Gain secure access to DESE web portal or transfer current access	DESE Verification Statement	05.01.15		De La Salle Middle School has access to the web portal and to MOSIS, LEA 115660; Director of Operations will research transfer from a nonpublic school designation to charter school designation.
Register for access to MOSIS or transfer current access	DESE Verification Statement	05.01.15		
Recruitment/Admissions/Enrollment	Documentation Needed	Due Date	Status	Notes
Review recruitment and admission procedures and confirm compliance with charter and state law	Updated description of all admission policies/practices, including placement/audition activities, lottery and waitlist.	Before formal recruitment and admission process begins		Board should approve
Review data on entering class: class level distribution, demographic data, free/reduced lunch eligibility, special ed/IEP, reading levels, etc.	Report of school enrollment statistics, including number of currently enrolled students, number of students on the waiting list, and copies of	Ongoing	Ongoing	

Appendix C.6. Pre-opening Plan

	student rosters.			
Governance	Documentation Needed	Due Date	Status	Notes
Review Board's Articles of Incorporation and Bylaws. Confirm statutory compliance and appropriate conflict of interest policy.	Articles of Incorporation and Bylaws	05.01.15		
Review Board member eligibility.	Updated roster of Board members and resumes	05.01.15		
Review Charter with sponsor. Confirm agreement on terms, amend as needed.	Charter Application	05.01.15		
Conduct ongoing Board trainings for Charter school board responsibilities		ongoing		
Finalize organization chart, including board, senior management and instructional leadership	Org Chart	05.01.15		
Staffing	Documentation Needed	Due Date	Status	Notes
Distribute Intent to Return forms to current De La Salle Middle School staff	Intent to Return form	01.01.15		
Educate teachers who have been in a private school setting as to the changes required to be compliant with Charter School regulations		06.01.15	Ongoing	Professional development during 2013-2014 and 2014-2015 focusing on common core, teacher certification, endorsement areas, etc.
Hire appropriate number of appropriately-qualified staff to meet school needs; review to ensure compliance with state and federal (NCLB) law.	Employment roster indicating level of state certification and endorsement areas for all teachers, plus other applicable certification and experience for staff. Credentials must be on file in personnel files for sponsor review.	05.01.15		
Establish/review board policies on background check	Policy Statement	05.01.15		

Appendix C.6. Pre-opening Plan

findings				
Conduct health, safety and criminal background checks including fingerprinting procedures as required by DESE for all school personnel (including Board members, former De La Salle employees, volunteers and contracted service employees)	Statement verifying completion of all checks and notice to Board and sponsor of any findings and resultant Board actions.	05.15.15		
Staff Orientation/Professional Development	Documentation Needed	Due Date	Status	Notes
Orientation for all staff, both those transitioning from the closed school and new staff members. Ongoing training/professional development programs.	Annual schedule for All Staff Gatherings and Meetings Director of School will develop a professional development plan for all teachers and staff; Executive Director will develop a professional development plan for Director level positions	07.01.15		
Curriculum & Instruction	Documentation Needed	Due Date	Status	Notes
Expand to offer 5 th grade classes		08.01.13	Done	
Curricula for students at all levels written, and included as part of orientation/professional development programming for teachers.	Curriculum based on Common Core	05.01.15		
Needed instructional materials and supplies purchased and distributed to classrooms at every grade level.		ongoing		Most materials, books and supplies will come from closed school; additional items needed will be ordered
School calendar and class schedules created and provided to all students, families and La Salle personnel	Copy of school calendar and daily class schedule	05.01.15		Post calendar and class schedule on website
Confirm that academic calendar includes building closure as agreed upon by lessor		05.01.15		Lease agreement is with St. Matthew the Apostle Parish with plans to transfer to a new facility in 2016-2017

Appendix C.6. Pre-opening Plan

Special education curricula/programming/services (including speech/occupational/physical therapy) developed and compliance with state law is confirmed. Certified personnel have been hired/contracted. Preliminary estimate of incoming students with special needs has been made.		06.01.15		Will not know this until all students have been enrolled and all student records received from sending schools.
Assessment plan will begin upon school opening. Means of collecting baseline student achievement data have been developed.				Baseline data for reading and math will be obtained from permanent student records from the sending schools, NWEA testing and classroom assessments.
Student Services	Documentation Needed	Due Date	Status	Notes
Provide continuing education for School Administration Manager for procedures for administration of medication	Copy of plan	05.01.15		Include in Parent Student Handbook and at Parent Orientation
Ensure that all students are appropriately immunized, or are excused from so being	Immunization records	06.01.15		School Administration Manager will review medical records throughout the summer months and weeks preceding opening day
Ensure that the school will have the proper number of defibrillators and trained staff		08.01.15		
Arrange for food/beverage service as needed		06.01.15		La Salle plans to contract with Food Service Consultants
Develop transportation policies (daily and/or special event/field trips)	Copy of agreements with providers of supplemental transportation services. Copies of background checks for employees of transportation services providers.	06.01.15		La Salle will not provide daily bus transportation to students at its opening.
Develop before/after school programs	Copies of agreements w/cooperating organizations if utilized; also policies on	05.01.15		

Appendix C.6. Pre-opening Plan

School Operations	Documentation Needed			Notes
occupancy of building after/before school hours				
Confirm that the school building is adequate and meets all state laws in terms of size, design, classroom layout, HVAC, water service, etc.		06.01.15		
Request student records from students' former districts	Copies of incoming student records or written assurance from the school.	07.01.5	.	Student records will be requested upon enrollment.
Confirm the school's complaint/grievance policy	Copy of policy	05.01.15		Parent-Student Handbook
Confirm the school's complete FERPA policy, provide notification to students/parents, etc.	Copy of policy	05.01.15		Parent-Student Handbook
Revise student/family handbook, to include: discipline policies, complaint/grievance policies, special education policies, FERPA policies, etc.		05.01.15		Parent-Student Handbook
Review property lease and submit copy to sponsor	Copy of Lease	April 1		Amend lease for current signatures and school name.
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities		08.01.15		Future building plans will demonstrate ADA compliance
Obtain certificates of Insurance and provide to sponsor	Copies of certificates of insurance	06.01.15		
Crisis Team reviews Crisis Plan and trains staff and teachers accordingly	Crisis Plan	05.01.15		Training will be during staff professional development days before opening day
Review security plan and procedures to control access to the building, emergency exit procedures, emergency parental notification procedures, health emergency procedures, fire drills, etc.;	Copy of plan	05.01.15		

Appendix C.6. Pre-opening Plan

Ensure that there is adequate informational, directional and emergency signage and that the building is numbered for emergency response.		07.01.15		
Review practices regarding Board and school meetings to ensure compliance with state open meetings laws.		05.01.15		
Financial	Documentation Needed		Status	Notes
Confirm that an accounting system with internal controls and fiscal policies has been implemented	Copy of the school's fiscal policies and procedures. Also copies of current De La Salle audit	06.01.15		
Contract with financial/accounting consultant to handle accounting and other fiscal duties	Copy of contract	05.01.15		Shannon Spradling
Review Board-approved annual budget (including all revenues, expenditures and assumptions) and projected 5-year budgets (including all revenues, expenditures and assumptions)	Copies of annual and 5-year budgets	05.17.15		Shannon Spradling
Review annual cash flow projection	Copy of cash flow projection	06.01.15		Shannon Spradling
Review payroll system and contract for payroll services	Copy of contract	05.01.15		Shannon Spradling
Determine employee benefits provider		01.01.15		
Title 1 funding and plan		01.01.15		Contact Charter office at DESE (Betty)
Apply for CSP start-up grant	RFP	Upon approval		Can apply upon state approval for opening of Charter
Facilities	Documentation Needed		Status	Notes

Appendix C.6. Pre-opening Plan

Purchase, plan, design, develop new facility		06.01.15	ongoing	Facilities Task Force/Board Executive Committee began formal process for new facility purchase and development in February, 2014
Pre-opening plan for new facility, including permits, furnishing purchases, moving dates, move-in dates, etc.	Pre-opening plan	05.01.15		Facilities Task Force/Board Executive Committee
Contingency plan for August 2015 opening day if new facility is not ready		05.01.15		

C.7 Closing Procedures

The Board of Directors and staff of La Salle understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families, and school staff. If closure of La Salle is determined necessary – for any reason – La Salle’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 C.7, page C.19, 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, including enrollment options and information on other schools; providing detailed closure plan information to faculty and staff; and notifying 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. La Salle’s Director of School is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. La Salle’s Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants.

Appendix C.7: School Closure Checklist

Item	Action	Responsibility	Due Date	Status
Immediate Tasks (Immediately and up to one week of the decision to close):				
1	<p>Establish Transition Team and Assign Roles A team dedicated to ensuring the smooth transition of students and staff and to close down the school's business. Team to include (at a minimum):</p> <ul style="list-style-type: none"> • La Salle Board Chair; • La Salle Executive Director; • La Salle Director of School; • La Salle Director of Operations; and, • Lead person from sponsoring organization 	La Salle Board Chair	Within one week of decision to close	
2	<p>Assign Transition Team Action Item Responsibilities Distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure action item.</p> <ul style="list-style-type: none"> • The Transition Team will move quickly to establish a Student Transition Plan that focuses on enrolling students in a new, appropriate school. The Plan will establish clear deadlines for key activities and will not be considered complete until every student has been enrolled in a new school. • A School Closure Coordinator will be designated so that families, staff and other stakeholders have access to a direct line of support that can provide guidance through the transition. 	La Salle Board Chair	Within one week of decision to close	
3	<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 La Salle School Closure Coordinator. 	La Salle Executive Director	Within one week of decision to close	
4	<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. 	La Salle Executive Director	Within one week of decision to close	
5	<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>	La Salle Executive Director	Within one week of decision to close	

	<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). 			
Ongoing Activities (Through completion of the closure process):				
6	Continue Current Instruction Continue instruction under current education program per La Salle charter contract until end of school calendar for regular school year.	La Salle Director of School	Ongoing until end of classes	
7	Continue to Administer MAP Tests Continue to administer MAP tests in accordance with regulations and policies.	La Salle Director of School	Ongoing until end of classes	
8	Board Communication Provide advance copies of all meeting agendas, minutes, financials, all supporting documentation for Board minutes, and all documents as outlined throughout this Checklist.	La Salle Board Chair	Ongoing until completion of dissolution	
9	Maintain Insurance La Salle's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. La Salle will: <ul style="list-style-type: none"> • Maintain existing insurance coverage until the disposal of such assets under the school closure action plan; • Continue existing insurance for the facility and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of other assets are sold; • Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.); • Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school. 	La Salle Director of Operations	Ongoing until completion of dissolution	
10	Reporting of Financial Condition La Salle will prepare the following financial documents on a monthly basis as of the close of the following month until finalization of closure <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 the school through the closure date which accounts for the full disposition of assets. 	La Salle Director of Operations	Ongoing until completion of dissolution	
Pre-Closure Tasks (Within 30 days of the decision to close):				
11	Establish Use of Reserve Funds 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:	La Salle Board Chair	Within 30 days of decision to close dissolution	

	<ul style="list-style-type: none"> • Retirement systems; • Teachers and staff; • Employment taxes and federal taxes; • Audit preparation; • Private creditors; and, • Overpayments from DESE. 			
12	<p>Student Enrollment Options La Salle will compile a list of student enrollment options, including the following information:</p> <ul style="list-style-type: none"> • List of all public, charter, private and parochial schools in the area; • Contact information for the schools; and • Required enrollment information for the schools, including all relevant deadlines. 	La Salle Director of School	Within 15 days of decision to close, and prior to sending Parent/Guardian Letter	
13	<p>Parent/Guardian Closure Transition Letter La Salle 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); • List of detailed student enrollment options; • Information on obtaining student records before the end of classes; • Date for upcoming parent/guardian closure meeting; and, • Contact information for La Salle School Closure Coordinator. 	La Salle Executive Director	Within 15 days of decision to close	
14	<p>Convene Parent/Guardian Closure Meeting 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 student enrollment options; • Present timeline for transitioning students; • Present timeline for closing down of school operations; and, • Provide contact information for La Salle School Closure Coordinator. 	La Salle Executive Director	Within 30 days of decision to close	
15	<p>Employees and Benefit Providers La Salle 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); 	La Salle Director of Operations	Within 15 days of decision to close	

	<ul style="list-style-type: none"> • Notify benefit providers of pending termination of all employees; • Notify payroll processor of pending closure of the school; • Notify employees and providers of termination of all benefit programs contracts (include in Staff/Faculty Closure Transition Letter); and • Terminate all benefits programs as of the last date of service in accordance with applicable law and regulations (e.g., COBRA). 			
16	<p>Staff/Faculty Closure Transition Letter La Salle 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 La Salle School Closure Coordinator. 	La Salle Board Chair & Executive Director	Within 15 days of decision to close	
17	<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 La Salle School Closure Coordinator. 	La Salle Board Chair & Executive Director	Within 30 days of decision to close	
18	<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 	La Salle Director of Operations	Within 30 days of decision to close	
19	<p>Notify Contractors/Vendors La Salle 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; 	La Salle Director of Operations	Within 30 days of decision to close	

	<ul style="list-style-type: none"> Instruct contractors and vendors to make arrangements to remove any property from the school by a date certain (copying machines, water coolers, other rented property); Retain records of past contracts as proof of full payment; and, Maintain telephone, gas, electric, water, insurance, Directors and Officers liability insurance long enough to cover the time period required for all necessary closure procedures to be complete 			
20	<p>Notify Creditors and Debtors La Salle 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. 	La Salle Director of Operations	Within 30 days of decision to close	
21	<p>Audit Engagement La Salle 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. La Salle will submit a signed and dated copy of the engagement letter to DESE along with an estimated timeline for the start and completion of the audit.</p>	La Salle Board Chair & Executive Director	Within 30 days of decision to close	
Post-Closure Tasks (Within one week to 120 days after the last day of instruction):				
22	<p>Final Report Cards After the last day of instruction, La Salle 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 with specific contact information 	La Salle Director of School	Within one week after the last day of instruction	
23	<p>Archival and Transfer of Student Records La Salle 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 	La Salle Director of School	Within 30 days after the last day of instruction	
24	Payroll and Employment Verification Reports	La Salle Director	Within 30 days of	

	<p>La Salle 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 history. 	of Operations	the last day of instruction	
25	<p>Itemized Financials La Salle will review, prepare and make available:</p> <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. 	La Salle Director of Operations	Within 30 days after the last day of instruction	
26	<p>Final Reporting La Salle 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>	La Salle Executive Director	Within 60 days of the last day of instruction	
27	<p>Conduct an Inventory and Plan for Disposition of Assets La Salle will plan for the disposition of all assets, property, and inventory, including assets purchased with federal and Missouri State funds. Specifically, La Salle will:</p> <ul style="list-style-type: none"> • Create a fixed asset list segregating Missouri 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. 	La Salle Director of Operations	Within 60 days of the last day of instruction	

28	<p>Documenting the Disposition of and Transfer of Corporate Records</p> <p>La Salle'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; • 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 	La Salle Board Chair	Within 60 days of the last day of instruction and ongoing	
29	<p>Audit</p> <p>The school must submit a final closeout audit (by an independent CPA firm or New York State auditor, as determined by statute), which documents disposition of all liabilities.</p>		Within 120 days of the last day of instruction	

UNIVERSITY *of* MISSOURI

CHARTER SCHOOL OPERATIONS

COLLEGE OF EDUCATION

August 20, 2014

Dr. Curt Fuchs, Coordinator
Educational Support Services
205 Jefferson Street
PO Box 480
Jefferson City, MO 65102-0480

Dear Dr. Fuchs:

We write to acknowledge the commitment of the University of Missouri-Columbia to serve as charter school sponsor of La Salle: The Northside Center for Learning, operated by La Salle Charter Schools, Inc. in St. Louis, MO. We have reviewed the accompanying charter school application and observed their existing private school in operation. We look forward to working with a school that already has an established history in the historical Ville neighborhood and have confidence this school will continue to provide a high-quality education to more students in the years to come. Thank you for your consideration.

Sincerely,



Deborah L. Carr, Executive Director



August 20, 2014

Dr. Curt Fuchs, Coordinator
Educational Support Services
205 Jefferson Street
PO Box 480
Jefferson City, MO 65102-0480

Dear Dr. Fuchs:

On behalf of the founding board of La Salle Charter Schools, Inc., I am privileged to present this application for our chartering in the State of Missouri.

La Salle promises to build upon a rich legacy of educating children living on the margins of the City of St. Louis. We are thrilled to have the University of Missouri as our partner as we endeavor to be of service to more children and families in our area.

Thank you for the opportunity to present this application, and we look forward to working with the Department of Elementary and Secondary Education to realize our vision of "Excellence in educational opportunity for all."

Sincerely,

Corey M. Quinn
President

Cc: Robyn Wahby, City of St. Louis
Dr. Kelvin Adams, SLPS
Lisa Weaver, University of Missouri