



SAINT LOUIS
UNIVERSITY

Office of Charter School Sponsorship

February 3, 2015

Dr. Curt Fuchs
Coordinator
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102

Dear Dr. Fuchs,

On behalf of Saint Louis University, the state-authorized sponsor for Grand Center Arts Academy (GCAA), I write to request a five-year renewal of its charter. The full renewal application and materials have been submitted to DESE for approval.

The first four years of GCAA's existence have not been without challenges – as to be expected of an entirely new, and very ambitious, educational institution. But those four years have also evidenced continuous growth in student educational performance. In 2014, the percent of GCAA students who performed at the “proficient” or “advanced” levels on the Language Arts MAP exam exceeded SLPS by 80%; on the Mathematics MAP exam they exceeded SLPS by 53%; and on the Science exam, they exceeded SLPS by 58%. Overall, GCAA earned an APR score of 83.6%, and is building momentum toward achieving “Accredited with Distinction” status. And GCAA student performance across all tested subjects remains in the top tier of St. Louis charter schools.

As the sponsor of the highest achieving charter school in St. Louis, City Garden Montessori – and as the sponsor of Shearwater High School, the closure of which we initiated and oversaw to appropriately steward state educational funding – Saint Louis University knows well the indicators of success and failure in charter school development. We have evaluated GCAA and worked with the Confluence Academy Board on the development of this renewal application, and we believe GCAA will continue to grow and meet the needs of its students via a unique and demonstrably effective curriculum and overall educational experience over the next charter term (and well beyond).

Should you have any questions about GCAA, the renewal application, the University's sponsorship commitment, or any facet of our school-sponsor relationship, please do not hesitate to contact me directly at (314) 977-2232 or mmcgeebo@slu.edu.

Sincerely,

Martha A. McGeehon
Director, Charter School Sponsorship



Creative. Genius.

Application for Charter Renewal

Grand Center Arts Academy

Submitted by:

Saint Louis University

Martha McGeehon, Director
Office of Charter School Sponsorship
221 N. Grand Blvd.
Verheagen Hall, Room 315
St. Louis, MO 63103

Grand Center Arts Academy

Robert Goldson, Chair
Confluence Academy Board of Directors
711 N. Grand Blvd.
St. Louis, MO 63103

Missouri Charter School Renewal Application Cover Sheet

Grand Center Arts Academy

Saint Louis University

NAME OF RENEWING CHARTER SCHOOL

NAME OF SPONSOR

CONFLUENCE ACADEMY

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

DR. MATT FREDERICKSON, PRINCIPAL, GRAND CENTER ARTS ACADEMY

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

711 N. GRAND AVE. SAINT LOUIS, MO 63103

MAILING ADDRESS

314-533-1791

314-588-8554

TELEPHONE (PRIMARY)

TELEPHONE (SECONDARY)

MATT.FREDERICKSON@GRANDCENTERARTSACADEMY.ORG

EMAIL ADDRESS

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

711 N. GRAND AVE. SAINT LOUIS, MO 63103 (SAME AS MAILING ADDRESS)

PHYSICAL ADDRESS OF SCHOOL

SAINT LOUIS PUBLIC SCHOOLS

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED

	GRADE LEVEL(S)	PROJECTED ENROLLMENT
CURRENT YEAR 2015__	SIXTH-ELEVENTH	675
SCHOOL YEAR 2016__	SIXTH-TWELVE	750
SCHOOL YEAR 2017__	SIXTH-TWELVE	750
SCHOOL YEAR 2018__	SIXTH-TWELVE	750
SCHOOL YEAR 2019__	SIXTH-TWELVE	750

DURING THE NEXT FIVE YEARS (2015-2020), THIS SCHOOL INTENDS TO SERVE GRADE LEVELS 6 TO 12 WITH A PROJECTED TOTAL ENROLLMENT OF 750.

Missouri Charter School Application Cover Sheet

SCHOOL DESCRIPTION

The mission of the Grand Center Arts Academy is to create a unique, challenging, and integrated academic and arts educational program to produce graduates that are proficient and fully equipped to succeed in a global society. For our students, we will provide the highest quality pre-collegiate education available, an education that will enable and inspire them to develop fully their intellectual and creative capital and commitment to active citizenship.

Grand Center Arts Academy (GCAA) is located in the heart of St. Louis' arts district, just blocks away from our sponsor, Saint Louis University. GCAA has approximately 675 students in grades 6 – 11 enrolled for the school year 2014-15. The first graduating class will be in 2016.

As of December 2013, GCAA had students from 184 sending schools out of an enrollment of 530. Students come from throughout the City of St. Louis and St. Louis County, from public and private schools, and from homeschool environments. For example, students from high performing county school districts (i.e., Rockwood, Parkway, Lindbergh, etc.) are enrolled at GCAA.

APPLICATION CERTIFICATION

I certify that I have the authority to submit this RENEWAL 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 OF AUTHORIZED SPONSOR

Director, Charter School Sponsorship

TITLE/ROLE

12-19-2014

DATE

Martha McGeehon

PRINTED NAME

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Section A: Mission, Vision, and Goals

A.1 GCAA Mission and Five-Year Vision

As stated in the original GCAA charter, the mission of the Grand Center Arts Academy is to create a unique, challenging, and integrated academic and arts educational program to produce graduates that are proficient and fully equipped to succeed in a global society. For our students, we will provide the highest quality pre-collegiate education available, an education that will enable and inspire students to develop fully their intellectual and creative capital and commitment to active citizenship.

Specifically, we aim to:

- Educate students to achieve ambitious academic and artistic goals in a rich academic and arts program enhanced by partnerships and collaborations with local arts organizations and universities;
- Acculturate students to respect and positively impact themselves and the global community they exist in;
- Ensure appreciation for the arts by providing a comprehensive and sequenced program of study in arts disciplines, dance, music, drama, and visual art;
- Prepare every student for admission to college, university, conservatory or professional arts employment.

In order to meet these aims via our distinctive institutional mission, the Grand Center Arts Academy will continue to:

- Have high curricular standards in all disciplines, strict accountability, and high levels of parent participation to prepare children for success as students, workers, parents, citizens, and consumers;
- Accelerate and significantly improve student performance in a manner that raises their achievement levels so they will be competitive at local, national and global levels;
- Implement a system of instruction and support services that allows all students to achieve success;
- Stimulate skills and interest in the arts, their history and their cultural diversity by giving students solid and creative experiences in the arts.
- Create arts partnerships to provide the social/emotional, artistic, and intellectual supports necessary to sustain and motivate our students; and
- Instill in the students an array of social competencies, and prepare them for active participation in and appreciation for the arts.

The vision of adult graduates of the Grand Center Arts Academy is that they will be:

- Economically self-sufficient participants in the 21st century's global marketplace.
- Capable of exercising perseverance, leadership, and compassion in positively impacting themselves, others, and the world we share through school-wide programs and involvement in the community (i.e. Restorative Justice, Counselor developed programming, Student Council, outside leadership groups, etc.).
- Highly artistic, literate and intellectually curious.

Grand Center Arts Academy was founded on the research-based knowledge that exposure to, and education and engagement in the arts result in increased student proficiency in the traditional core academic areas (language arts, mathematics, science, social studies) in addition to broadening students' experiences, providing them a means for personal expression, and preparing them for artistic and other lifetime careers. Highlights of the research literature supporting GCAA's approach are provided in Section A.3.

A.2 Summary of Academic Performance Standards and Goals

Grand Center Arts Academy students' performance on MAP Assessments has moved steadily upward since the 2013 implementation of MSIP5 and the Annual Performance Report. Overall, MPI scores in English Language Arts have risen from 351.5 to 353.5, in Math from 315 to 319.3, and in Science from 287.9 to 301.63. In 2014, the school scored an 83.6% on the Annual Performance Report (APR), a score well above DESE's standard for full accreditation of traditional public schools. This was a drop from the previous year; however, 2014 was the first year that GCAA had three years of Science MAP exam data, and EOC data which explains in part why our 2014 APR was actually lower than in 2013. While student performance in 2014 on the Science exam exceeded our own, higher MAP performance standards, we fell just shy of our own higher annual goals in Math and Communication Arts. A more detailed summary of the school's performance on both state and local assessments and goals is located in Section C.

A.3 Overview: Curriculum, Instructional Methods and Research Basis

The research noted in Section A.1 is at the heart of our curricular planning. Fiske (1999), in *Champions of Change*, compiles seven major studies that provide evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. Analyses of the report's quantitative data (e.g. standardized test scores, academic grades, and dropout rates) showed that the probability of having more arts experiences in school was greater for economically advantaged students than for low-socioeconomic status (SES) students. However, **students with extensive involvement in the arts -- across the socio-economic strata -- performed better in school and stayed in school longer than students with minimal or no arts involvement.** Also, the relative advantage for arts-involved students increases over the middle and high school years, and especially between grades 10 and 12. All GCAA students --regardless of economic status -- have high level exposure to and significant required involvement in high quality arts programs.

While studies examining the effects of arts programs in general are somewhat limited, those examining the connection between specific arts area study and improved academic performance are bountiful. For example, music develops and improves spatial intelligence, which transfers to high-level math and science (Rauscher et al., 1994) and develops perceptual skills necessary in many academic areas (Dryden, 1992). The rhythm of music transfers to the rhythm of reading. The learning and performance of rhythm develop eye-hand coordination necessary in other academic areas. Auditory discrimination developed by instrumental study helps develop phonetic skills. Memory training, listening, recall, and concentration are all skills developed in music study that transfer to academic areas (Mickela, 1990).

In a study by Robitaille and O'Neal (1981), 5,154 fifth graders took the Comprehensive Test of Basic Skills (CTBS) in Albuquerque, N.M., in 1979. In 1980, another 5,299 fifth graders were tested. Of these groups, nearly one-fourth of all participants were enrolled in the instrumental music program during

both years. In all areas, music students scored higher on the CTBS than the total group. The research showed that the longer pupils were in the music program, the higher their achievement was in comparison to the non-music students. This study was replicated in 1986 and similar results were found. In 1992, a group of 270 fifth graders were selected from a Kansas school district to determine the effect of instrumental music instruction on academic achievement. The Comprehensive Tests of Basic Skills (CTBS) subtests of reading and math were used. The study indicated that a) the ability to solve problems necessary in some branches of mathematics is facilitated by experience in music study; and b) time out of regular classes for instrumental music instruction does not negatively affect academic achievement (Dryden, 1992, p. 65).

We also know that students benefit from being given opportunities to deeply explore and focus on specific arts areas. Benjamin Bloom (1985), in *Developing Talent in Young People*, argues that those who develop talent in this way tend to progress toward high levels of performance.

The curriculum at GCAA is founded in the knowledge that arts are essential in developing the whole student, building literacy across content, and developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Additionally, the education in the arts promotes the development of problem-solving skills and powerful thinking skills such as analyzing, synthesizing, and evaluating. A comprehensive, articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

With this foundational knowledge the curriculum at GCAA is structured to provide students with an extensive background in the arts to complement and strengthen their studies across all content areas. In both the middle and high school, an emphasis is placed on differentiated instruction, skill development through coaching, performance based assessment, individual and collaborative work, creative and critical thinking, and open-ended inquiry. For students of all levels, academic support (from remediation through gifted) is provided. Students have access to a wide range of accelerated coursework through Honors and AP classes, and dual enrollment courses offered through SLU's 1818 program. Students are being prepared to graduate from high school and perform successfully at a competitive arts or selective college or university program due to this combination of a quality curricular program.

Arts Curriculum

Middle School

GCAA offers instruction in dance, musical theater, theater, visual art, vocal music and instrumental music. The middle school curriculum is structured to give students the opportunity to explore a variety of art forms. Each middle school student will spend two to three hours a day in introductory courses for a selected arts pathway offered at GCAA. Students in the middle school also explore the arts throughout their curriculum.

Sixth Grade.

Sixth grade students have an exploratory arts period, where they spend time in each of the arts disciplines (art, music, dance, and theatre) on a quarterly rotation. Additionally, students have the opportunity to take an additional yearlong arts course in order to focus on an area of

interest (an “arts pathway” choice). Students could take a year of dance, orchestra, choir, band, or visual art in this block. Exhibit A.3.1 is a sample sixth grade schedule.

Exhibit A.3.1: Sample Sixth Grade Schedule

Time	Course	Teacher
08:00 AM-09:00 AM	EXP100-12 Exploratory Arts	Smith, Wes
09:00 AM-10:00 AM Start: 08/25/2014	DA550-2 Ballet I	Beier, Stephanie
10:00 AM-11:00 AM	SS600-3 Social Studies	Kileff, Peter
11:00 AM-11:30 AM	WL600-43 Writing Lab	York, Carol
11:30 AM-12:00 PM	Lunch 1-1 6th Grade Lunch	
12:00 PM-12:30 PM	WL600-43 Writing Lab	York, Carol
12:30 PM-01:30 PM	MA600-5 Math Course I	Breeden, Deanna
01:30 PM-02:30 PM	CA600-6 Communication Arts	Farnworth, Denise
02:30 PM-03:30 PM	SC600-7 Science	York, Carol

Seventh & Eighth Grade

Students in the 7th and 8th grade have three elective periods in addition to the required math, science, communication arts, and social studies. Seventh and eighth grade students are able to spend more time within their arts courses as they begin to develop more specific arts discipline interests. Exhibits A.3.2 and A.3.3 are a sample seventh and eighth grade schedules.

Exhibit A.3.2: Sample Seventh Grade Schedule

Time	Course	Teacher
08:00 AM-09:00 AM	PA728-1 Design Thinking 101	Goodin, Andrew
09:00 AM-10:00 AM	TH100-2 Intro to Acting	Sheley, William S
10:00 AM-11:00 AM	MU200-3 Middle School Choir	Gage, Kristine
11:00 AM-11:30 AM	Lunch 2-1 7/8 Grade Lunch	
11:30 AM-12:30 PM	MA700-4 Math Course II	Campbell, Lauren
12:30 PM-01:30 PM	SS700-5 Social Studies	Kenzie, Sara
01:30 PM-02:30 PM	CA700-6 Communication Arts	Pranger, Denise
02:30 PM-03:30 PM	SC700-7 Science	Theby, Eric

Exhibit A.3.3: Sample Eighth Grade Schedule

Time	Course	Teacher
08:00 AM-09:00 AM	MA810-1 Pre-Algebra	Grimes, Daniel
09:00 AM-10:00 AM	MU400-2 Intermed. Mid School Strings	Martin, Damen
10:00 AM-11:00 AM	TH111-3 Building the Actors Voice	Riley, Brandon
11:00 AM-11:30 AM	Lunch 2-1 7/8 Grade Lunch	
11:30 AM-12:30 PM	VA200-4 Studio Art	LeSaulnier, Elizabeth
12:30 PM-01:30 PM	SC800-5 Science	Newton, Amez
01:30 PM-02:30 PM	CA800-6 Communication Arts	Woodcock, Tim
02:30 PM-03:30 PM	SS800-7 Social Studies	Terrance, Alexander

High School

In ninth grade each student is required to choose an arts pathway that they will focus their high school studies on. This allows students to spend the four years of high school honing their craft

and more deeply engaging in both the technical and academic side of the art form. The typical high school student spends three to four periods out of their eight courses within arts specific classes focused on their pathway. Our high school students also have an extended day option to take classes that meet daily from 3:30 p.m. (when regular school dismisses) to 5:00 p.m. daily. We provide extended day courses meant to further focus on the particular arts pathway. We have built our schedule so that all arts teachers who teach in the extended day option begin their day later than the other teachers so they are available to teach the later classes as a part of their teaching load. These classes are not counted in the daily attendance report, since they meet after the regular school day is finished. Rather than provide stipends for teachers to stay after school their regular contracted hours are shifted and these teachers start their day at 9 a.m. Some examples of extended day opportunities offered this year are: Innovation Engineering, Theatre Ensemble, Theatre Performance Practicum, Commercial Photography Intensive, Dance Composition, A Cappella Group, Jazz Improvisation, Technical Theatre Practicum, Dance Performance Ensemble, and Music Composer's Workshop.

To enhance the performance component of the arts program in both middle and high school, students at Grand Center Arts Academy also enjoy ongoing relationships with major cultural institutions in St. Louis, such as the Center for Creative Arts (COCA), The Contemporary Art Museum, Dance St. Louis, Jazz St. Louis, Metro Theater Company, the Opera Theater of St. Louis, The Pulitzer Foundation for the Arts, Craft Alliance, the St. Louis Symphony, the Fox Theater, the Sheldon Arts Foundation, and many more. Students participate in projects and classes at these institutions, as well as master classes on GCAA's campus. Our students also benefit from local arts and cultural partners providing internships and serving as mentors. Partnerships with these local arts and cultural partners are a component of the arts programming for students at GCAA in addition to the arts instruction they receive from GCAA arts faculty.

GCAA students must complete 8 ½ credits within their arts pathway to graduate in addition to 1 credit of practical arts. Most students will complete the practical arts requirement through personal finance and through an arts based internship within our Project Interface program (described on page 14). A sample high school schedule is provided below (additional schedules for each pathway can be found in Appendix A.1).

Exhibit A.3.4: Sample High School Schedule- Dance Student

This particular student is able to take a class in Modern Dance and Ballet, as well as a project based STEAM (Science, Technology, Engineering, Arts and Math) course in our Makerspace (Makerspace is described in more detail on page 13). For extended day, this student participates in a Dance Performance Ensemble.

Course	Teacher	Room	Day	Begin	End	Time
1HS2211-2-411 Geometry Concepts	Young, Courtney	302	A Regular	1	1	08:00 AM-09:35 AM
			C Regular	C1	C1	08:00 AM-08:55 AM
			Final-1216	A1	A1	08:00 AM-09:30 AM
1HS4211-423 World History	Jagusch, Casey	210	A Regular	2	2	09:35 AM-11:10 AM
			C Regular	C3	C3	09:50 AM-10:45 AM
			Final-1216	A2	A2	09:30 AM-11:00 AM
1HS7032-435 Modern II	Tate, Ashley		A Regular	3	3	11:10 AM-12:40 PM
			C Regular	C5	C5	11:40 AM-12:35 PM
			Final-1218	A3	A3	08:00 AM-09:30 AM
1HS9990-15 Learning Lab	Williams, Keith	600	A Regular	LLAB	LLAB	01:10 PM-02:00 PM
			B Regular	LLAB	LLAB	01:10 PM-02:00 PM
1HS7022-447 Ballet II	Beier, Stephanie		A Regular	4	4	02:00 PM-03:30 PM
			C Regular	C7	C7	02:00 PM-02:45 PM
			Final-1218	A4	A4	09:30 AM-11:00 AM
1HS7011-2-1 Dance Performance Ensemble 2	Williams, Keith		A Regular	5	5	03:30 PM-05:30 PM
			B Regular	5	5	03:30 PM-05:30 PM
1HS3111-812 Chemistry	Howe, Michael	B208	B Regular	1	1	08:00 AM-09:35 AM
			C Regular	C2	C2	08:55 AM-09:50 AM
			Final-1217	B1	B1	08:00 AM-09:30 AM
1HS1021-824 English II	Armknrecht, Travis	213	B Regular	2	2	09:35 AM-11:10 AM
			C Regular	C4	C4	10:45 AM-11:40 AM
			Final-1217	B2	B2	09:30 AM-11:00 AM
1HS9718-836 Makerspace: STEAM Innovation	Goodin, Andrew	B205	B Regular	3	3	11:10 AM-12:40 PM
			C Regular	C6	C6	01:05 PM-02:00 PM
			Final-1219	B3	B3	08:00 AM-09:30 AM
1HS7022-848 Ballet II	Beier, Stephanie		B Regular	4	4	02:00 PM-03:30 PM
			C Regular	C8	C8	02:45 PM-03:30 PM
			Final-1219	B4	B4	09:30 AM-11:00 AM

English Language Arts Curriculum

Middle School

All sixth grade students take a writing lab course in addition to Communication Arts, where they get feedback on the writing process working toward mastery of Missouri writing standards. Seventh and Eighth grade students have one hour of communication arts daily. GCAA receives Title I funding for a part-time Reading Interventionist who works individually or in small groups with students who need extra help.

High School

High school students need to complete four credits of English to satisfy graduation requirements: one credit of English I: Composition (9th grade), one credit of English II: World Lit (10th grade), one credit of English III: American Lit (11th grade), and one elective credit (with no more than one credit coming from communication courses). Complete course descriptions can be found in Appendix A.2 and sample curriculum can be found in A.3

Math Curriculum

Middle School

Middle school students all take one credit of math each year. GCAA has a full-time Title I Math Interventionist that works with individual students and groups of students that have been identified as needing additional help. Additionally some eighth grade students are also accelerated to high school math courses.

High School

A minimum of 3 years of math (3 math credits) will be required for graduation. 4 credits are recommended for college bound students. The typical sequence of math courses is Algebra 1, Algebra 2, Geometry. If students take Algebra 1 in eighth grade they will earn their required third credit in Pre-Calculus.

Science Curriculum

Middle School

Each year, middle school students have an hour of science that each meet daily. The middle school sequence of science courses is Integrated Earth Science (6th grade), Integrated Physical Science (7th grade), and Integrated Life Science (8th grade).

High School Science

All students are required to pass a minimum of 3 courses to graduate: one credit in Physics I (9th grade), one credit in Chemistry (10th grade), one credit in Biology (11th grade).

Social Studies Curriculum

Middle School

Each year, middle school students have an hour of social studies that each meet daily. The middle school sequence of social studies courses is Ancient Civilizations (6th grade), World Cultures & Geography (7th grade), and America's Beginning through Reconstruction (8th grade).

High School Social Studies

A minimum of 3 credits of Social Studies will be required for graduation. Students must take U.S. History and World History and also pass the Missouri and United States Constitution tests prior to graduation. The third social studies credit can be earned via an elective.

Additional Unique Educational Opportunities at GCAA

Accelerated Learning

Beyond differentiation in the classroom, some students are also accelerated and take classes in a grade level above the grade in which they are enrolled. GCAA is exploring options to begin a gifted program for the 2015-16 school year. Below is a specific example of an 8th grade student who is accelerated into High School classes for their non-arts classes. GCAA is truly a place that is able to provide flexibility for our students to better meet their needs.

Exhibit A.3.5: Sample Accelerated Middle School Schedule

1	1	08:00 AM-09:00 AM	1HS4111-1 US History	Smith, Evan
2	2	09:00 AM-10:00 AM	1HS1011-2 English I	Murphy, Amber
3	3	10:00 AM-11:00 AM	TH400-3 Theater Ensemble	Sheley, William S
7/8-lunch	7/8-lunch	11:00 AM-11:30 AM	Lunch 2-1 7/8 Grade Lunch	
4	4	11:30 AM-12:30 PM	VA200-4 Studio Art	LeSaulnier, Elizabeth
5	5	12:30 PM-01:30 PM	SC800-5 Science	Newton, Arnez
7	7	02:30 PM-03:30 PM	MA820-77 Advanced Algebra I	Naes, Matt
6-3-7/8-1	6-3-7/8-1	08:00 AM-09:00 AM	1HS4111-1 US History	Smith, Evan
6-5-7/8-4	6-5-7/8-4	09:00 AM-10:00 AM	VA200-4 Studio Art	LeSaulnier, Elizabeth
6-6-7/8-5	6-6-7/8-5	10:00 AM-11:00 AM	SC800-5 Science	Newton, Arnez
6-7-7/8-6	6-7-7/8-6	08:00 AM-09:00 AM	MA820-77 Advanced Algebra I	Naes, Matt
6-5-7/8-1	6-5-7/8-1	10:00 AM-11:00 AM	1HS4111-1 US History	Smith, Evan
6-6-7/8-4	6-6-7/8-4	08:00 AM-09:00 AM	VA200-4 Studio Art	LeSaulnier, Elizabeth
6-7-7/8-5	6-7-7/8-5	09:00 AM-10:00 AM	SC800-5 Science	Newton, Arnez
6-5-7/8-7	6-5-7/8-7	08:00 AM-09:00 AM	1HS4111-1 US History	Smith, Evan
6-6-7/8-1	6-6-7/8-1	09:00 AM-10:00 AM	VA200-4 Studio Art	LeSaulnier, Elizabeth
6-7-7/8-4	6-7-7/8-4	10:00 AM-11:00 AM	MA820-77 Advanced Algebra I	Naes, Matt

Makerspace

At Grand Center Arts Academy, the density of students with artistic sensibilities is incredibly unique; because of this distinctive population we identified a need to enhance our curriculum with opportunities for students to transfer that artistic sensibility into hands-on, real world projects. In year three we introduced a small pilot Makerspace Lab that has since grown into both a stand-alone course and a space where students can drop in to work on specific assignments from other courses. This lab provides a space for to integrate their understanding of science, technology, engineering, arts, and mathematics in a project-based atmosphere. Rather than learning a concept first, and then demonstrating their understanding on a test, students in the Makerspace synthesize background knowledge and apply their artistic skills to learn and create.

Projects in the Makerspace are rooted in Design Thinking – a user-centered problem-solving protocol. Design Thinking integrates hands-on experiences with creative problem solving. The stages of design thinking students use are:

1. **Empathize** – I have a challenge. How do I approach it?
2. **Define** - I learned something. What does it mean?
3. **Ideate** - I see an opportunity. What do I create?
4. **Prototype** - I have an idea. How do I build it?
5. **Test** - I tried something. How do I make it better?

There are wide-ranging implications to infusing Design Thinking into a school environment. These opportunities have transferability to other core curriculum domains. With Design Thinking, students are no longer consumers of academic information, but rather active participants in creating their own knowledge.

Internship Program

In the spirit of College and Career Readiness, we are excited to offer a new program for our students beginning the summer of 2015. Project Interface is a new unique, unpaid internship

opportunity that places students in a specific career area and is offered to qualified Seniors of GCAA. It provides students with career exploration opportunities while allowing them to gain practical real world experience in a field of interest. Project Interface is an opportunity for businesses and organizations to give back to their community by helping students to be better prepared for the future. Students are partnered with a business professional in the students' area of interest. Students then complete a custom-designed project developed by the Project Interface facilitator with input from the business partner. The Project Design is written to benefit both the student and the business partner. Successful students receive 1/2 of a Practical Arts credit after documenting a minimum of 75 hours on their projects (students will fulfill the other ½ Practical Arts requirement via our Personal Finance course). The program includes student observation, research, meetings and interviews at the business site. The project culminates in a presentation by the student interns to the business team and GCAA staff. The role of a Project Interface Business Partner is to collaborate with the Project Interface Facilitator to develop a project design, provide orientation and overview to students at the first on-site meeting, act as a mentor, resource director and advisor for the team, provide input with the students' final presentation, and attend the students' final presentation.

A.4 Curriculum Alignment with State Standards

During the first three years of GCAA's existence, all curriculum was written using the State Grade and Course Level Expectations (GLEs and CLEs) for alignment of learning goals. In school year 2013-14, curriculum writing additionally used the Missouri Learning Standards for Math and ELA (English Language Arts) alignment. ELA and Math are now aligned with Missouri Learning Standards. Our science curriculum is aligned to the Missouri Learning Standards. Our social studies curriculum is aligned to the Missouri Learning Standards and where applicable, the Missouri Learning Standards that are embedded in the ELA CC Standards.

Additionally, during 2013-14 all GCAA faculty worked with a curriculum consultant to learn and implement across their courses Wiggins and McTighe's concept of 'Understanding by Design' (UBD). UBD emphasizes student proficiency and outcome achievement over teachers' content coverage, making it an ideal complement to the Missouri Learning Standards expectations. In June 2014, all departments met together to continue writing UBD units for each content area and grade level.

A.5 School Growth Schedule

GCAA is still growing and will add its final year (12th grade) and first graduating class in school year 2015-16. It is expected that GCAA will have a final enrollment of approximately 750 students in grades 6 – 12, with each grade level annually enrolling approximately 100-125 students. Exhibit A.5.1 on the following page depicts the school's actual enrollment growth since from the first year of operation with additional information for expected growth in next charter term.

Exhibit A.5.1 School Growth Chart

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
6 th	96	84	77	82	92	90	100	100	100
7 th	110	125	113	109	122	125	125	125	125
8 th		134	129	128	121	120	125	125	125
9 th			119	126	125	120	120	120	120
10 th				103	116	100	100	100	100
11 th					101	100	90	90	90
12 th						95	90	90	90
Total	206	343	438	548	677	750	750	750	750

A.6 Index to Exhibits: Appendix A

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Appendix A.3	Example Curriculum	63

Section B: Organizational/Governance Plan

B.1 Confluence Academy as a Corporate Entity

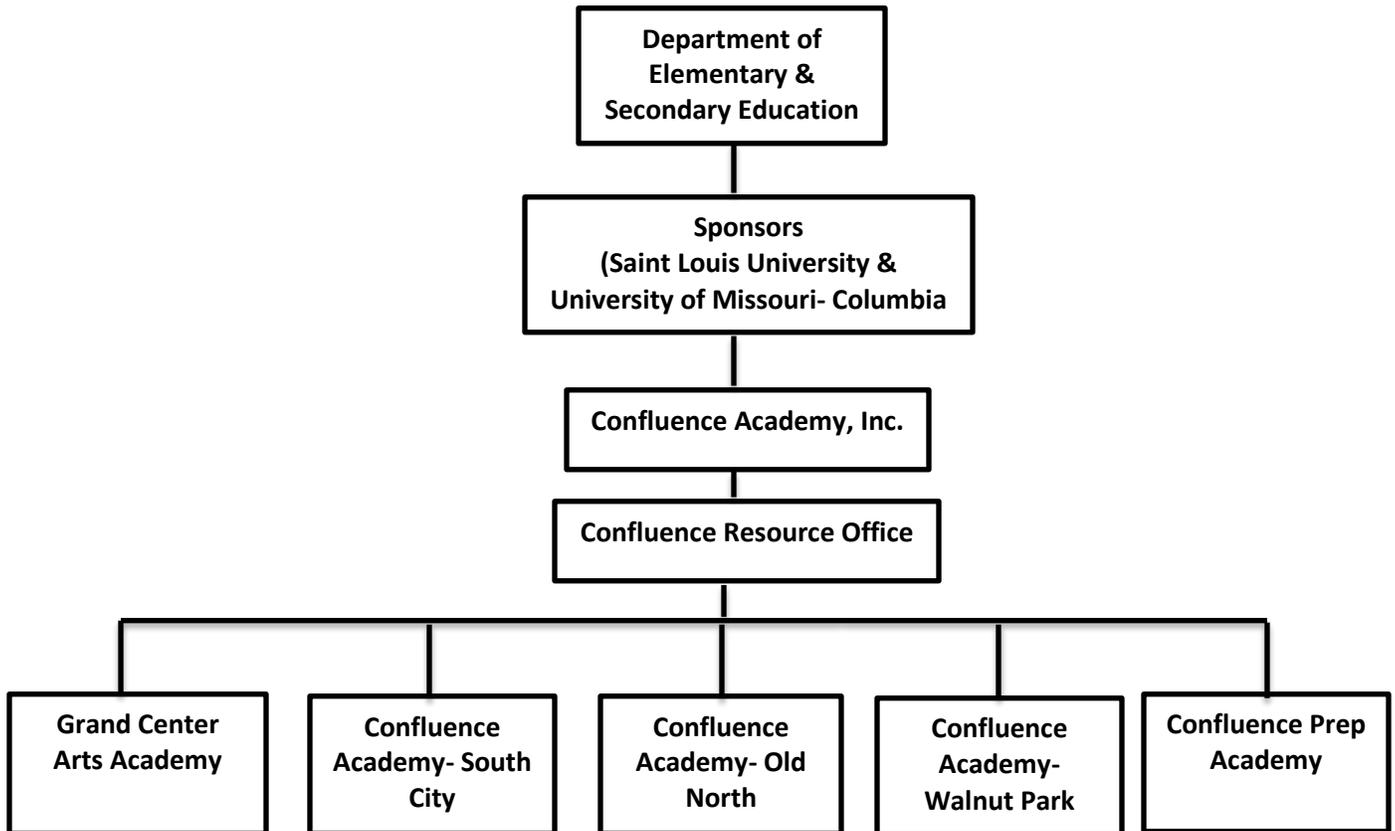
Grand Center Arts Academy is part of the Confluence Academy Inc. organization. The Confluence Academy Inc. Board of Directors holds the charters of and governs two distinct local education agencies: Grand Center Arts Academy and Confluence Academy Schools. Confluence Academy, Inc. was formed in 2000 and became a non-profit corporation in 2002. Confluence's initial sponsor was the University of Missouri-Rolla and started with one K-8 school for the FY2003-04 school year and added two other K-8 schools over the following years. Confluence Academy was granted its own LEA designation in 2007. In 2009, Confluence opened a high school, Confluence Preparatory Academy. In 2010, Grand Center Arts Academy, sponsored by Saint Louis University, was opened as its own LEA under the governance of Confluence Academy, Inc. In 2014, the University of Missouri-Columbia took over the sponsorship of all four Confluence Academy schools from UM-Rolla.

B.2 Confluence Academy Organizational Structure

The Board of Directors of Confluence Academy governs all five schools under both LEAs. The Board delegates authority to manage the operations of the schools to the Resource Office's Chief Operating/Financial Officer, Director of Human Resources and Director of Academics. Each focuses on their main areas of expertise to ensure that each of the schools is functioning at its optimum level. Centralizing these management functions allows the schools to benefit from economies of scale and synergies obtained by consolidating school level functions such as accounting/finance, accounts payable, human resources, facilities management, information technology, etc. in one dedicated staff and at one physical location. Exhibit B.2.1 depicts the governance and management structure of the organization.

School organizational charts exist at the building level and represent the roles/functions necessary to operate each school. The schools have a small number of non-instructional personnel (secretaries, data specialists, security, etc.) but are predominately staffed with certified instructional personnel.

Exhibit B.2.1 High Level Organizational Chart



Exhibits B.5.1 (see page 20) and B.6.1 (see page 25) depict the organizational structure of the Resource Office and GCAA, respectively.

B.3 Board of Directors

The Confluence Academy Board of Directors governs the Grand Center Arts Academy. The Board has all the powers and duties permitted by law and the charter to manage the business, property, and affairs of the Grand Center Arts Academy. The Board also assures that the school operates according to the terms and conditions of their granted charter and the Board sets all educational, fiscal, and cultural policies of the school.

As per the Confluence Academy policies and procedures manual, the organization complies with all aspects of the Missouri Sunshine Laws regarding open/closed meetings, as well as document requests from the public.

Members of the Board are selected according to the terms and conditions set forth by the Board's bylaws (Appendix B.3) and board policy (Appendix B.4).

Exhibit B.3.1 on the following page provides information about all current board members, their terms and their relevant educational and professional backgrounds.

Exhibit B.3.1: Board Composition

Board Member	Qualifications: Education & Professional Experience	Term/Office
Jeanice Baker	<ul style="list-style-type: none"> ▪ MBA from Fontbonne University ▪ Senior Credit Analyst for Monsanto ▪ Vice-President of African Americans in Monsanto (AAIM) Diversity Network ▪ Regional Director of National Association of Black Accountants 	<ul style="list-style-type: none"> ▪ Joined Board in February 2009 ▪ Current and final term ends June 2015
Holston Black III	<ul style="list-style-type: none"> ▪ Bachelor of Science in Mechanical and Aerospace Engineering from Princeton University ▪ MBA from Northwestern University Kellogg School and Wissenschaftliche Hochschule fur Unternehmensfuhrung in Germany ▪ Senior Manager of Learning, Training and Development at Boeing 	<ul style="list-style-type: none"> ▪ Joined Board in June 2014 ▪ Current term ends June 2017 ▪ Eligible for additional three year term ending 2020
Thurman Brooks	<ul style="list-style-type: none"> ▪ Master’s degree in Education from Southern Illinois University-Carbondale ▪ Licensed CPA ▪ Accountant for Smith Patrick, LLC 	<ul style="list-style-type: none"> ▪ Joined Board in December 2011 ▪ Current term ends June 2015 ▪ Eligible for additional three year term ending 2018
Katherine Casas	<ul style="list-style-type: none"> ▪ Bachelor of Arts in Communications and Political Science from Milliken University ▪ Master of Arts in Teaching from Webster University ▪ State Policy Director for Children’s Education Alliance of Missouri ▪ Former teacher in St. Louis Public Schools 	<ul style="list-style-type: none"> ▪ Vice- Chair of the Board ▪ Joined Board in June 2014 ▪ Current Term ends June 2017 ▪ Eligible for additional three year term ending 2020
Robert Goldson	<ul style="list-style-type: none"> ▪ Bachelor’s Degree in Economics from Tulane ▪ Law Degree from Washington University in St. Louis ▪ Attorney in civil litigation, criminal defense, and worker’s compensation ▪ Former public defender in St. Louis County ▪ Former Webster Groves City Council member 	<ul style="list-style-type: none"> ▪ Chair of the Board ▪ Joined Board in 2013 ▪ Current Term ends June 2016 ▪ Eligible for additional three year term ending 2019
Craig Larson, Ed.D.	<ul style="list-style-type: none"> ▪ B.S. and M.A. in Education from University of Kansas ▪ Ed.D. from Saint Louis University ▪ Retired Rockwood Public School Superintendent ▪ Chair of Board of Trustees for St. Louis Community College ▪ 38 years of experience in K-12 education ▪ Adjunct faculty at Maryville University 	<ul style="list-style-type: none"> ▪ Treasurer of the Board ▪ Joined Board in June 2014 ▪ Current Term ends June 2017 ▪ Eligible for additional three year term ending 2020

Lance LeComb	<ul style="list-style-type: none"> ▪ Bachelor of Arts in Public Affairs from Wayne State University ▪ Graduate Certificate from University of Missouri- St. Louis in Local Government Management ▪ Manger of public information for Metropolitan St. Louis Sewer District ▪ Experience in press relations for the Office of Press Relations, Washington D.C. ▪ President of the Board of Directors of Heat Up/Cool Down St. Louis 	<ul style="list-style-type: none"> ▪ Secretary of the Board ▪ Joined Board in June 2014 ▪ Current Term ends June 2016 ▪ Eligible for additional three year term ending 2019
Leona Lucas	<ul style="list-style-type: none"> ▪ Bachelor’s degree in Business Administration from Lindenwood University ▪ Master’s Degree in Human Resource Management from Lindenwood University ▪ Senior Technical Director at AT&T 	<ul style="list-style-type: none"> ▪ Joined Board in June 2014 ▪ Current Term ends June 2016 ▪ Eligible for additional three year term ending 2019
Jose Pineda, MD MSc	<ul style="list-style-type: none"> ▪ Bachelor and Medical degrees from Francisco Marroquin University ▪ Pediatric Critical Care Physician at Washington University School of Medicine ▪ Associate Professor of pediatrics and neurology ▪ Parent of Student at GCAA 	<ul style="list-style-type: none"> ▪ Joined Board in June 2014 ▪ Current Term ends June 2016 ▪ Eligible for additional three year term ending 2019

B.4 Board of Directors Training

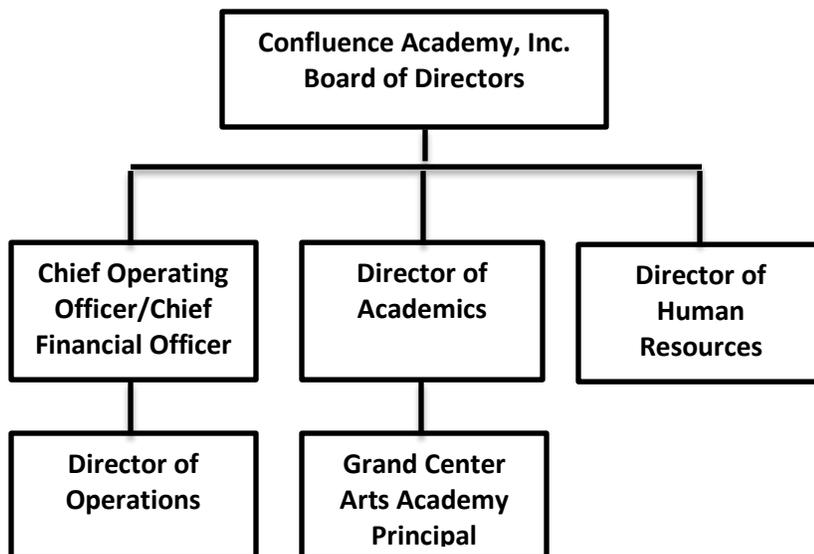
All new and prospective Confluence Academy Board members receive a comprehensive Board packet that includes all pertinent information (organization charts, Board policies, sponsor contracts, etc.) regarding our schools. Additionally, in July 2014 all Confluence Board members participated in several Board orientation and training sessions conducted by a leading Missouri educational law firm and our sponsors. Sessions were specifically related to information and topics required by DESE and our sponsors, including the Missouri Sunshine Law and general rules for serving on school boards. Board members also attended the October 2014 Missouri Public Charter School Association (MCPA) conference in St. Louis and have participated in MCPA Board training sessions in the past.

Confluence Board members have also sent out a request for proposal (RFP) to engage in a strategic planning process that will help to address the short and long-term strategic direction of the organization. Additional Board training sessions will be scheduled as required or as new Board members are added.

B.5 Resource Office Leadership

As described in section B.2, the Board of Directors employs a resource office staff that works with all five of the schools the board governs. The Resource Office staff is responsible for the administrative, financial and support services for each school. Exhibit B.5.1 displays the reporting structure and positions. Following the exhibit are summary job descriptions, qualifications and executive bios for key leadership positions at the Resource Office.

Exhibit B.5.1: Confluence Academy Organizational Chart



The descriptions that follow are excerpts from job descriptions providing brief explanations of qualifications and job duties for key resource office staff.

Chief Operating & Financial Officer

This position serves as the Chief Executive Officer and is responsible for leading and managing the operations and finances for the schools. Primary responsibilities include providing operational and financial decision making and support across all departments within the organization as well as the development of organization-wide procedures and processes to ensure good stewardship of resources.

Key Job Responsibilities

- Serves as Confluence's primary liaison with the Missouri Department of Elementary and Secondary Education (DESE) and sponsors.
- Works closely with the Board of Directors (BOD) and sponsors to set strategic direction for the schools.
- Performs annual and monthly review and analysis of business operations; identification of business reasons underlying the results of operations.
- Works closely with Director of Operations, LEA Leadership Team and building Principals on setting annual target enrollments by building, as well as supporting recruiting drives and marketing campaigns.
- Works with Facilities and Transportation Manager to ensure facilities are adequate and support the strategic direction of the schools and in recommending transportation policies to the BOD.
- Serves as Confluence's expert on Missouri school funding and revenue rules.
- Collaborates with Director of Academics, Director of Human Resources, Director of Operations, Senior Accountant, building Principals, and other department personnel to develop resource office and individual schools' annual budgets and monthly revised forecasts.
- Reviews monthly site forecasts using site management estimates for accuracy and analyze monthly operating results. Summarizes major variances versus budget and forecast and highlights problem areas and trends; recommends operational and financial improvements including revenue optimization and cost reconfiguration.
- Performs balance sheet, cash flow and P&L account analyses, on a recurring and ad-hoc basis and prepares fund accounting based statements on a quarterly and annual basis for each LEA/school site.
- Assists the Senior Accountant in preparation and submission of the Annual Secretary of the Board Report for the State of Missouri.
- Provides direct support to the schools for the annual external audit, as well as any State or Federal audits that may arise.
- Supervises payroll processing, order processing of furniture, curriculum and technology procurement.
- Oversees internal site audits to ensure schools are in compliance with operational policies and procedures.

Qualifications

- Master's degree or higher or Bachelor's Degree (if coupled with CPA)
- Five years of successful finance and/or accounting experience
- Experience supervising employees
- CPA preferred

Current Chief Operating & Financial Officer: Jeffery Kuntze

Mr. Kuntze joined Confluence Academy in March 2010. He has over 25 years of work experience in the public and private business community within the St. Louis area. After graduating from Southern Illinois

University – Carbondale with a BS degree in Accounting, Mr. Kuntze began his career in 1989 with the audit firm KPMG Peat Marwick. In 1993 he joined May Department Stores International where he held a variety of operational and financial positions until leaving in 1999 to become Controller at Bridge Trading Company. He spent six years at Bridge where he ultimately rose to the level of Chief Financial Officer responsible for all non-trading operations. In January, 2008 Mr. Kuntze joined Edison, a K-12 educational management company, as Regional Controller in charge of the State of Missouri, where he managed the finances and operations for a charter school district in St. Louis (Confluence Academy) and two charter school districts in Kansas City. Mr. Kuntze is a Certified Public Accountant who has obtained his FINRA series 7, 27, 65 and Mo State Insurance designations.

Director of Human Resources

This position is responsible for leading and managing the Department of Human Resources in addition to providing oversight for student achievement and student discipline.

Key Job Responsibilities

- Oversees recruitment and hiring of employees.
- Assures that employee contracts are issued and secured in personnel files.
- Develops and updates the employee and code of ethics handbooks.
- Develops and maintains the Board Policy Manual and ensures appropriate updates are presented for Board approval.
- Communicates and enforces Confluence policies and regulations.
- Serves as the Board Administrator for student discipline/suspensions.
- Chairs and facilitates the Student Management Committee.
- Works with the Director of Academics and building principals to ensure the proper implementation of accountability plans at each school.
- Supervises and evaluates the SES/Homeless Coordinator, Payroll/Benefits Analyst, Director of Public Relations, and Human Resources Assistant.
- Conducts investigations in response to employee, parent or student complaints and concerns.
- Serves as the Confluence Safety Coordinator and leads the implementation of company safety and health programs as well as the implementation of the crisis management plan.
- Assists the Chief Operating Officer with the health benefits program, including the bid and selection process for providers.

Qualifications

- Bachelor's Degree or higher or equivalent experience in Human Resource Dept.
- Ten years of successful administrative experience

Current Director of Human Resources: Terry Noble

Mr. Terry Noble has served as the Director of Human Resources for three years. Mr. Noble is in his 41st year working in the field of education. Prior experience consists of 18 years as a high school teacher and coach, 10 years as a building principal, and nine years as superintendent of schools. As a building principal, Mr. Noble worked with staff to raise test scores to a level that qualified the school for the Missouri Department of Elementary and Secondary Education's *Distinction in Performance Award*. Mr. Noble served as Superintendent of Schools for the De Soto School District for five years and the Mehlville School District for four years. Under his leadership, both districts experienced success in increasing student achievement, improved funding for programs and facilities, and saw an increase in

fund balances from the 3% range to 18% - 20%. Mr. Noble holds a Master's Degree in Education as well as an Education Specialist Degree in School Administration from Southeast Missouri State University.

Director of Academics

This position is responsible for directing the planning, implementation and evaluation of programming related to education for students Grades K through 12 and its accompanying routines and activities in accordance with Confluence policies and procedures. The Director of Academics also leads and manages the academic program for Confluence Charter Schools.

Key Job Responsibilities

- Oversees the collection, review and analysis of relevant student data and ensures its distribution to appropriate personnel.
- Reports academic progress to the Board.
- Manages and facilitates federal programs to ensure continuity with the overall academic program.
- Supervises and coordinates the work of principals and directors to ensure accountability standards are met.
- Coordinates with the Director of Curriculum and Director of Professional Learning and Teacher Support to ensure fidelity with the use of and response to student data.
- Works with CFO and Finance Department to plan and monitor budget resources as it relates to the academic program.
- Facilitates the development of an accountability plan for each school and works with principals to ensure its implementation.
- Provides leadership in the planning and implementation of professional development training (PDC).
- Provides leadership in the planning and evaluating of building professional development activities.
- Assist the building administration in conducting the observation of instruction on an ongoing basis to insure proper implementation of curriculum and assessment.
- Supervises and evaluates building principals.
- Monitors weekly with building principals progress toward achievement of the goals included in school improvement plans.
- Works with and provides input to special program personnel (technology, library-media, SPED, ESL, Title I, etc.) on issues of concern.
- Assists others in the design and development of programs serving students outside the normal school structure.
- Directs and supervises external instructional resources to ensure proper utilization and focus is maintained.

Qualifications

- Master's Degree or higher
- Five years of successful administrative experience
- Valid administrative certificate from DESE
- Valid Teaching Certificate

Current Director of Academics: Phillip Kennedy

Dr. Phillip Kennedy is entering his third year with Confluence Charter Schools. Prior to coming to Confluence, he served for 10 years as an Assistant Superintendent of Curriculum and Instruction in the Windsor C-1 School District. During his tenure at Windsor, the district went from earning 72 out of 100

MSIP points to earning 100 out of 100 MSIP points and earning the *Performance with Distinction* designation. As Assistant Superintendent, he not only oversaw the district's academics but assisted the Superintendent with the district's finances and human resources. He has served as a high school principal, assistant principal, and A+ Coordinator. Dr. Kennedy began his 23-year educational career as high school social studies teacher and a coach of multiple sports. Dr. Kennedy holds a Bachelor's Degree from Missouri State University, Master's Degree from University Missouri-St. Louis, and Specialist and Doctorate Degrees from Lindenwood University.

Director of Operations

This position is responsible for: general setup/management of data related to student management; examining the database for accuracy for Core Data; coordinating and submitting all Core Data information; training Student Information System (SIS) trainers; working with the vendor to develop custom imports/exports from the database; supervising SIS support personnel; collecting, analyzing, and reporting on data that will help teachers and administrators assess and monitor the academic needs and progress of all students. This position is also responsible for recruitment of students to meet assigned enrollment goals. Additionally, this position supports GCAA in a variety of operational functions until they have the ability to fund a school level operations manager.

Key Job Responsibilities

- Supervise Resource Office Core Data staff and Achievement Analyst.
- Work with SIS process owners to define their reporting needs and with ITS Director to formulate database solutions.
- Perform help desk or Level II support duties for SIS.
- Perform data audits to ensure consistency and accuracy of data in all areas for Core Data.
- Update record for students in SIS programs and add table entries as necessary.
- Collect and submit data required by the core data collection system. Monitor and analyze school and Confluence Core Data in order to maintain accuracy of data.
- Develop, streamline, and support key Confluence-wide data collection/reporting activities related to Core Data, school-wide and targeted programs and school improvement.
- Help principals, building personnel and Resource Office level analyze and disseminate Core Data.
- Maintain data for review and auditing purposes as required by the State.
- Prepare and format reports/presentations in audience-ready profiles for identified audience/purpose at the request of the achievement committee.
- Work with data owners to ensure consistency through the creation of uniform attendance policies and procedures.
- Upload student attendance information in proper format to DESE website for financial reimbursement.
- Maintain copies of all attendance records including late arrival, early dismissal, and classroom teacher attendance lists.
- Work closely with principals, LEP, SPED and Homeless coordinators to ensure critical data projects are prioritized and timely disseminated to appropriate state, federal and Confluence departments.
- Coordinate Confluence efforts for recruitment of students to meet student enrollment goals.

Qualifications

- Bachelor's Degree or higher
- Three years of successful administrative experience
- Experience directing or assisting with student service programs

Current Director of Operations: John Klein

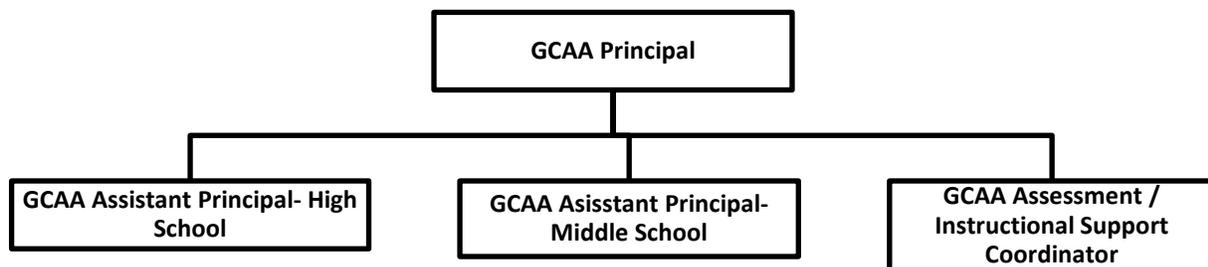
John Klein is entering his 6th year with Confluence Charter Schools. Prior to coming to Confluence, he served for 11 years in higher education. During his tenure in higher education John was involved in student services and operations. He managed and implemented budgets for various departments, participated and planned student recruitment activities, managed student housing/campus activities, implemented student information and accounting software, managed human resource functions for the division, managed a portion of the campus facility/custodial staff as well as developed plans for capital repair needs for campus housing and other departments within student services. Before moving to the Resource Office, he served two and half years as a School Operations Manager for the Walnut Park campus. Mr. Klein has a Bachelor’s and Master’s degree from Henderson State University.

B.6 GCAA Organizational Structure and Leadership

As described in section B.2, the Grand Center Arts Academy is part of the larger Confluence Academy Inc. non-profit organization. The GCAA Principal is hired by the Board of Directors and reports to the Confluence Academy Director of Academics. The GCAA Principal directly supervises the building staff consisting of two Assistant Principals (Middle School and High School), as well as the Assessment and Instructional Support Coordinator. Resource Office personnel (Director of Human Resources, Academics and the CFO/COO) work closely with the GCAA Principal to hire direct reports and other building staff. A high amount of collaboration and teamwork is utilized for each and every school hiring (see Staff Recruitment process in section B.7 on page 28).

Exhibit B.6.1 provides greater detail of the reporting structure and positions at the school level. Following the exhibit are summary job descriptions and qualifications for key leadership positions at GCAA.

Exhibit B.6.1: Grand Center Arts Academy Organizational Chart



The descriptions that follow are excerpts from job descriptions providing brief explanations of qualifications and job duties for key school administrative staff.

Principal

This position is responsible for (1) providing instructional leadership to staff including curriculum planning, review and implementation; (2) using data to progress monitor student performance and to inform instruction; (3) supervision of professional staff; (4) providing appropriate quality professional development opportunities for staff; (5) supervision of students; (6) creating and maintaining a school

climate and culture that ensures the safety and welfare of students and staff; (7) serving as the liaison between the school and community and between the school's staff and the Board/Resource Office.

Key Job Responsibilities

- Leads the development and implementation of a rigorous and relevant arts-integrated academic curriculum aligned with Missouri Learning Standards.
- Recruits, develops and supports an energetic, innovative, collaborative and committed teaching staff whose members work continuously to improve teaching quality and student learning.
- Supports continuous improvement of teaching staff through visibility, collaboration, engagement, innovative professional development, frequent shared analysis of multiple points of data, appropriate classroom observations, and clear communication with staff and partners.
- Invites participation and engagement with the school from parents, community members, and other key stakeholders through reports on school and student progress via letters, social media, public performances and demonstrations, newsletters, and other means.
- Assists in the preparation of the school budget by working with the Resource Office, staff, parents and the community to determine budget priorities.
- Networks with leaders of arts schools in other cities, and with the broader arts community.
- Maintains a safe and positive learning environment for students, coordinating and implementing student safety and disciplinary procedures in the regular school day as well as during school activities.
- Maintains knowledge of current educational issues and trends.
- Recommends educational policies and procedures to the Board, and/or Resource Office and implement its policies within the school.

Qualifications

- Master's Degree or higher
- Five years of successful administrative experience at school or district level
- Valid teaching certificate (arts content preferred)
- Missouri principal certificate

Current Principal: Matt Frederickson

Dr. Matt Frederickson is in his first year as principal. He holds degrees from the University of Missouri-Columbia and Missouri State University. As a professional educator, Dr. Frederickson has served as Associate Director of Bands and Director of Jazz Studies in the Gasconade County Schools (MO), Head Director of Bands at Union High School (MO), Director of Athletic Bands/Visiting Professor at Ouachita Baptist University, Coordinator of Fine Arts and then Director of Curriculum for the Rockwood School District, as well as an Adjunct Professor for several Universities in the St. Louis area. Dr. Frederickson serves as principal trombone with the St. Louis Philharmonic Orchestra where he also serves on the board and has toured with the bands of the United States military. A published author, Dr. Frederickson has written articles on pedagogy and performance practice, and has been published in national publications, such as the Music Educators Journal. Currently, Dr. Frederickson serves on the editorial board of the Missouri Journal of Research in Music Education.

Assistant Principal

Responsible for providing assistance to the principal in the administration of the school.

Key Job Responsibilities

- Serves as administrative head of the school in the absence of the principal.
- Administers a program of student discipline.
- Communicates with parents regarding student needs.
- Assists with all staff evaluations as directed by the principal.
- Meets with staff as needed.
- Meets with and manages assigned departments.
- Manages building staff, including class schedules and building problems.
- Supervises staff attendance and assignment of substitute teachers.
- Assists scheduling special events during the school day.
- Assists with coordinating the development of the master teaching schedule.
- Provides general supervision to students.
- Supervises extracurricular activities, including evening events.

Qualifications

- Master's Degree or higher
- Three-five years of successful teaching and/or administrative experience
- Valid teaching certificate (arts content preferred)
- Missouri secondary principal certificate

Current High School Assistant Principal Assistant Principal: Patty Ulrich

Ms. Ulrich came to GCAA in January of 2014 after teaching drama for almost twelve years. She holds a Masters in Educational Leadership and a Masters in Social Work from the University of Missouri-Columbia as well as an MA in Theatre from Lindenwood University. She has taught at Lindbergh High School and Ritenour High School. Before entering the education profession, Patty served as a Family Preservation Worker for five years. In addition to social work and teaching, she has acted and directed professionally in St. Louis for the past 20 years and ran Muddy Waters Theatre Company as co-artistic director with her husband for nine years. Patty will complete her Ed.S. in December and is currently pursuing her Ph.D. in Educational Leadership at Saint Louis University.

Current Middle School Assistant Principal Assistant Principal: Ted Frigillana

Mr. Frigillana, is in his second year as Assistant Principal at GCAA. He earned his M.Ed. at Maryville University. He has many experiences with education in different environments, from private and parochial schools, to public, suburban and urban institutions. Mr. Frigillana started four years ago at GCAA as the 7th grade social studies. He is also a guitar and viola player and often plays with student orchestral ensembles.

Instructional Facilitator and Assessment Coordinator

Design or identify standards based assessments, coordinate assessment activities, analyze assessment results, prepare assessment reports, and support school improvement efforts that include the use of assessment results.

Key Job Responsibilities

- Coordinate the implementation, evaluation, and revision of GCAA's Assessment Program.
- Coordinate the development and/or identification and implementation of grade-level standards-based assessment used to monitor the academic progress and learning needs of students.
- Coordinate implementation of grant programs that rely on student achievement data to evaluate school effectiveness and that are designed to improve student achievement.

- Analyze student achievement results and assist in the preparation of school and classroom level student achievement reports.
- Provide technical support for the use of standards based assessments, including the development of standard-based report cards.
- Serve as GCAA’s State Test Coordinator.
- Supervise the preparation of testing reports required by the State.
- Performs additional related duties and responsibilities mandated by law, board policy, and assigned by the Principal as required.
- Assists with the development and implementation of professional development activities that include the analysis of student achievement results and the identification of curriculum areas requiring alignment and improvement.

Qualifications

- Bachelor’s Degree or higher
- Coursework in testing, measurement, curriculum, and instruction
- Five years of successful teaching experience
- Valid teaching certificate

Current Instructional Facilitator and Assessment Coordinator: Rebecca Irving

Ms. Rebecca Irving has her BA in Secondary Math Education from Wilmington College in Ohio and her MA in School Leadership from Baker University in Kansas. She taught college math for four years, high school math for fifteen years and most recently, junior high math for three years, where she was also an instructional coach for the math department. She has also served as principal of a specialized school for emotionally disturbed and behaviorally disturbed students for three. Ms. Irving has been an active costume designer and assistant theater director for high school productions for several years.

B.7 GCAA Staffing and Recruitment Practices & Challenges

Grand Center Arts Academy administration, led by the Director of Human Resources, actively recruits staff by posting vacancies on the Confluence Academy website, at moreapnet.org, at K12jobspot.com, and via professional agencies such as ExecConnect. In addition, the organization attends a variety of job fairs at area colleges and universities as well as the University of Missouri-Columbia. GCAA begins accepting applications for new instructional positions in February of each year. In April, the school receives its preliminary budgets based on anticipated enrollment for the following year and grade level projections and begins the interview process. Candidates are screened by school staff, as well as the Human Resource Director.

As part of the recruitment efforts, the school utilizes marketing materials promoting GCAA as an excellent school to work. The school offers a competitive compensation package of salary and benefits. Challenges include attracting candidates to fill vacancies in critical shortage areas such as math and science. To ensure quality instructional candidates are selected, finalists are asked to conduct at GCAA, and for current GCAA students, a sample lesson in the content area they apply for so that the administration can observe their performance in a live classroom environment.

GCAA requires that all instructional and support staff have passed a background check through the State of Missouri as required by DESE. GCAA will not employ any teacher whose certificate or license to teach has been revoked or is currently suspended by the State Board of Education.

GCAA provides ongoing development of school leadership through access to state and national conferences related to curriculum and instruction, assessment, public policy, and special education. Current leaders as well as potential future leaders are also encouraged to attend the state and national charter school conferences.

Ongoing professional development opportunities are provided to both building leadership and staff. Additionally, during the FY14-15 school year GCAA created an Instructional Coach position. The school utilizes their Instructional Coach to help teachers learn hands-on best practices to improving and providing quality instruction and to increase teacher retention. All efforts are made to support and retain teachers and ensure the highest level of instruction is provided. On rare occasions, staff who have not improved to meet the high expectation levels are not renewed. In most instances, younger staff who choose to leave do so to obtain experience in another district. Exhibit B.7.1 illustrates the instructional staff turnover at GCAA.

Exhibit B.7.1: Grand Center Arts Academy Staff Attrition

School Year	Attrition rate
2010-2011	8%
2011-2012	6%
2012-2013	5%
2013-2014	12%

In FY13-14 there was increased teacher attrition was a result of the administration taking instructional accountability to even higher levels. As GCAA continues to grow, it has been necessary to add more staff to continue to meet the our Curriculum requirements and to meet the DESE Highly Qualified Teacher standard. All staff members are evaluated annually, and in some cases, were replaced if they did not meet expectations required.

B.8 Enrollment Policies & Practices

The Grand Center Arts Academy student population reflects the diversity of the surrounding St. Louis community. The school draws from the City of St. Louis and St. Louis County where desegregation agreements apply. St. Louis County students are admitted in compliance with any applicable desegregation orders. Students are admitted to the school on a first come, first served basis or by lottery if the school is at capacity.

The Grand Center Arts Academy does not require entrance exams and there will be no discrimination against any student on the basis of race, ethnicity, national origin, gender, disability or any other grounds that would be unlawful. Additionally, admission of students is not limited on the basis of intellectual or artistic ability. Student selection is an open and monitored process. The school does not impose fees that a school district is prohibited from imposing.

Board policy 2200 for enrollment was designed to ensure that enrollment applications and activities, as well as the withdrawal process, comply with all state regulations. Policy 2200 – 2290 states:

- All students who submit timely applications will have an equal opportunity for admission and an equal opportunity if applications exceed capacity;
- The Grand Center Arts Academy shall enroll all pupils who reside in the City of St. Louis or who are eligible to attend City of St. Louis schools under the guidelines of the voluntary inter-district transfer program (VICC) and who submit a timely application;
- Admissions preference will be given to siblings attending the school, or children of parents employed there as allowed by state statute;
- The Board will ensure that no restrictions will be placed on students based on ethnicity, national origin, disability, gender, income level, proficiency in English or athletic ability; and
- Admission of pupils may be limited within a given age group or grade level based on capacity at each grade level.

As part of the application process, an interview with each student as well as the parent/guardian, a student shadow day, family tour and a student demonstration of talent or portfolio review will be strongly encouraged to facilitate a student's proper placement within their chosen arts major. At no time will any of these items above be used to determine a student's acceptance to the school. The above items will only be used to help determine proper placement in art classes to ensure the student's success from day one.

All parents and students are notified about enrollment for the upcoming year by February 1st. All students enrolled to attend the school are invited to participate in orientation events in the spring and summer before the Grand Center Arts Academy school year opens.

If the number of students seeking admission to the school exceeds the school's capacity on or before February 1st, students will be selected on the basis of an open lottery. Per the Board Policy if the enrollment applications have not exceeded capacity by February 1st, a lottery will not take place and applications will be accepted on a first come first serve basis until the grade level is full. Upon the grade level reaching capacity a waiting list will be created. The waiting list gives priority to siblings of existing students and then all other applicants on a first come first serve basis based on when the completed application is submitted. Should a lottery be required, it will follow Board policy and may be conducted by using specialized computer software or publicly at a scheduled event. The lottery procedures are as follows:

- A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to any newly established grade who is a sibling of a student or students currently enrolled at the schools will be placed in the next available space either in the school or on the waiting list.
- For remaining students, a lottery will be held and each child will have his or her name entered.
- The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process will then repeat until all spaces have been filled.

Recruiting Methods

Grand Center Arts Academy does not offer a traditional middle school or high school program. All of its electives are all arts course with the exception of a few in the high school that are required for graduation. Therefore recruitment is focused on outreach to students with a passion for the arts. GCAA uses a variety of methods to recruit students such as: family referrals, broadcast media, and social media networks. Broadcast media ads are created featuring student talent from within the school and aired on local radio and television stations. Print ads are created and placed strategically in publications that will capture families who may have students interested in the arts. Similar publications are also created for direct mailing efforts. The school is also represented at several community fairs and events throughout the summer. We also advertise in the Muny and other St. Louis theater playbills. The school also holds informational booths at a myriad of family fairs sponsored by the Urban League and YWCA, as well as, local dance and art fairs.

Grand Center Arts Academy recognizes the importance of referrals from existing families and has enlisted the help of the GCAA Parent Association to help recruit students. The Parent Association has formed a subcommittee made up of parent volunteers that help with outreach at various fairs and provide input on community events they may be aware of that would be a good opportunity to capture new students and families. Enrollment for GCAA is an on-going process that strengthens each year.

B.9 Financial, Organizational and Structural Challenges

Like most charter schools, the Grand Center Arts Academy has faced multiple organizational and operational challenges throughout its first four plus years of existence. First and foremost, actual expenditures – both facility and personnel costs— have significantly exceeded budget forecasts from the original charter. Additionally, revenues have been far less than anticipated, due to both stagnating – and, at times, decreased – per pupil state funding as well as enrollments that have not reached originally-designated levels. The hidden benefit of the slightly lower enrollments in some grades has been that the space ultimately leased and developed for the school could not have handled the capacities first projected. Current facilities – comprised of the renovated Beaux Arts and Sun Theatre buildings in the Grand Center Arts District of Midtown St. Louis -- are, in most ways, excellent, and very appropriate for an arts school of GCAAs design and aspiration. But the cost of such facilities ended up being notably greater than originally planned for.

Also a drain on expenses was GCAA's original contract with an educational management organization (EMO). Recognizing that the quality of the services provided did not meet organizational goals, and that the cost for that level of service was disproportionately high, the Confluence Board negotiated an early termination of that contract. Both the financial settlement amount and the lingering financial impact of the EMO's annual fees in the first years of operation have been a burden on GCAA's ledger. However, since Confluence Academy severed ties with the EMO and has fully operated the school itself, expenditures have been reined in and educational quality improved.

As a result of the collective financial strain, however, GCAA has had to rely on loans from the Confluence Academy LEA in each of its first five years of operations (also addressed in Section D). These loans represent the functional equivalent of a school district spending more money to subsidize a higher-cost school (such as a high school, or specialty school) with revenues from lower-cost schools within the same district. In the context of charter school accounting in Missouri, however, this subsidization

constitutes the formal loaning of funds. As evidenced in the attached five-year budget, GCAA is projected to continue to meet all of its financial obligations and meet DESE's three percent annual fund balance expectation (see Section D for budget projections and related financial discussion). However, it will do so with the support of the Confluence loans until a feasible, long-term financial strategy is finalized to retire the cumulative Confluence loan obligations.

GCAA's ability to decrease expenditures and repay those internal organizational loans is anticipated to improve significantly when the current lease on facilities expires in 2017, at which point GCAA will, per the original intent of the lease, seek to purchase the same facilities under financial terms much more favorable to the school's annual budget than is the current lease, and likely over a standard 20-year amortization period. Until then, continued loans for FY16 and FY17 have been approved by the Board; no need for such loans beyond FY17 is currently projected. Fully aware of and engaged with these challenges, the Confluence Board is working closely and regularly with both of its sponsors to determine the best financial way forward for the entire organization.

For example, GCAA parents have developed a foundation called the GCAA Fund, which is administered by The Greater St. Louis Community Foundation (<http://www.stlgives.org/>) and operates under their 501(c)(3). Additionally, a new GCAA Leadership Committee has been formed to focus development efforts in support of its mission: the long-term financial stability of Grand Center Arts Academy. All donations received through annual giving, corporate or individual gifts, grants or foundation gifts will be deposited in The GCAA Fund a separate account specifically for donated funds. By working with the Greater St. Louis Community Foundation, we will have increased exposure to some of the region's most generous philanthropists, plus guidance and support from a well-respected 100-year-old philanthropic foundation.

The Leadership Committee and the GCAA Fund will not replace the Arts Departments' various booster clubs, or fundraising conducted by the Parent Association; those resources will continue to support more immediate needs at GCAA. Instead, the GCAA Fund will focus on larger gifts, investing money for growth and longer-term investment in capital projects (perhaps sound and light for the Sun Theatre, hopefully the purchase of our buildings in time).

GCAA has experienced additional first-term challenges related to leadership staffing and consistency. As the school has grown, we have seen a movement from a principal/assistant principal/dean of student's model to an executive director/principal/assistant principal model, to a principal/assistant principal model. Each of these changes brought varying levels of related change, and struggles to clearly identify leadership roles and responsibilities. With the addition of the final new class of students next year, our hope is to find stability with a consistent leadership structure.

Much of this instability was the result of the pains of growing from a school of about 200 students in temporary facilities in year one of operations to a school of nearly 700 students in year five in essentially permanent – but initially expensive – facilities. More than tripling the size of an organization in five years presented challenges that, despite the best intentions and best preparation of those on the founding board, have proven difficult to overcome cleanly.

In the past 1.5 years, and in particular since July 1, 2014, the Confluence Board has brought on several new members who have demonstrably strengthened organizational capacity. The renewed board and both organizational sponsors agree that the current structure – two sponsors overseeing one board

governing two distinct LEAs – is not ideal. All are committed to working together to develop and implement a new structure that will best ensure the quality of the education to all of GCAA and Confluence Academy students, as well as ensure the operational quality and fiscal responsibility required of us all as stewards of the public’s trust and financial resources.

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Section C: Student Performance

C.1 Historical Academic Performance: 2010-2011 through 2013-2014

State Mandated Assessment

Grand Center Arts Academy students take all standardized tests required by state and local authorities. Exhibit C.1.1 below provides the MAP and End-of-Course examination results for each of the first four years – compared with State results in 2014.

Exhibit C.1.1 MAP and EOC Proficient & Advanced Results 2011-2014- Communication Arts

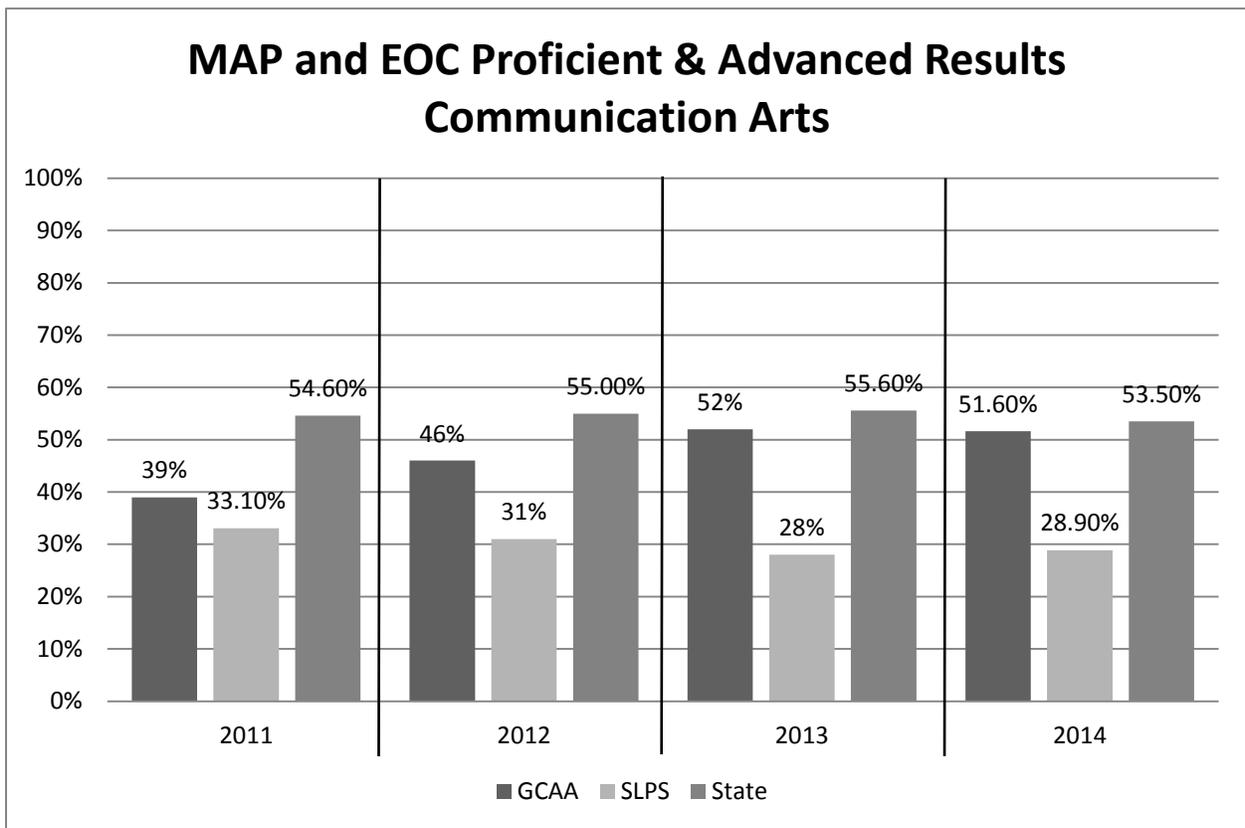


Exhibit C.1.2 MAP and EOC Proficient & Advanced Results 2011-2014- Math

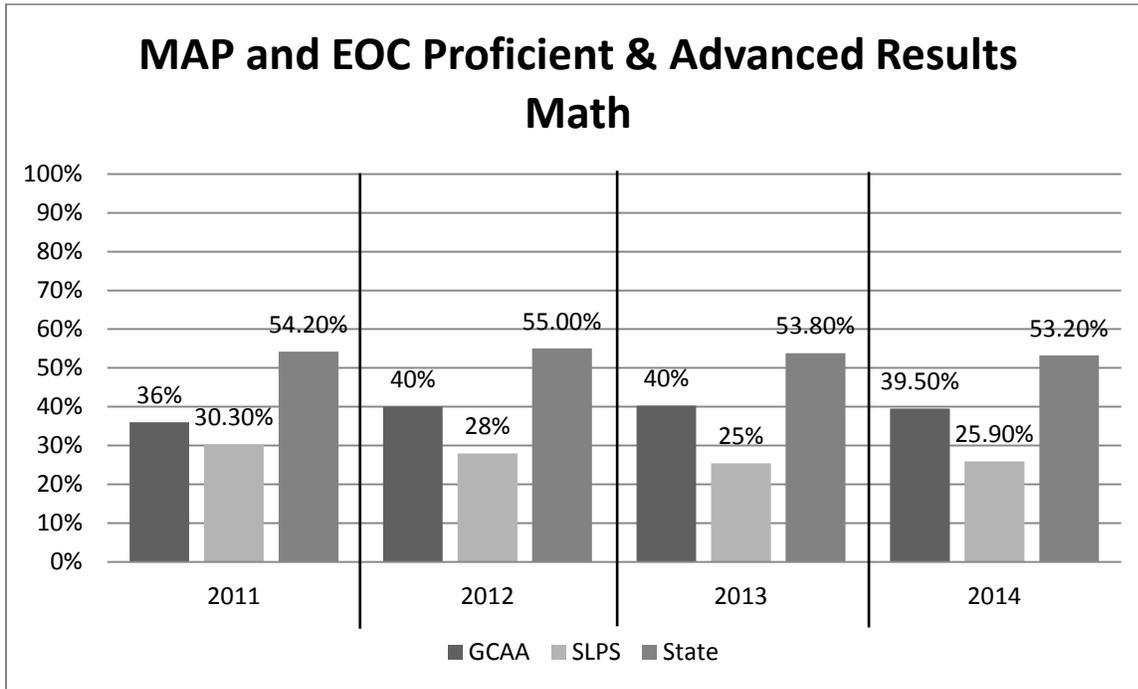
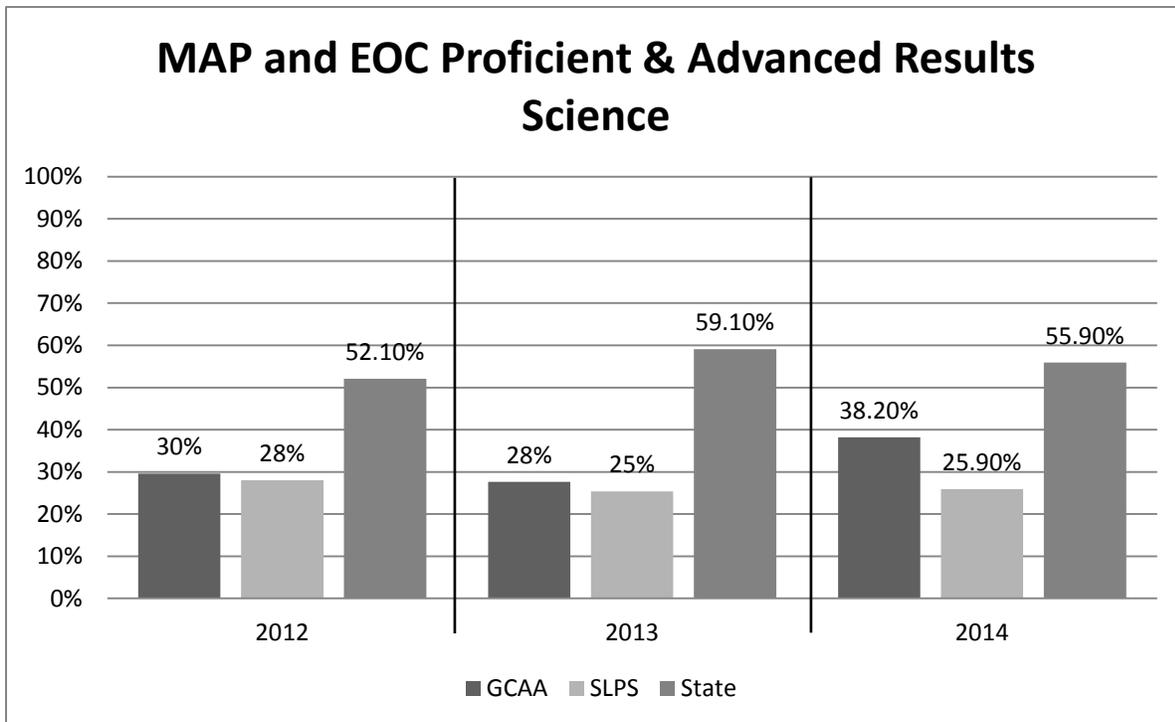


Exhibit C.1.3 MAP and EOC Proficient & Advanced Results 2012-2014*- Science



*Note: GCAA did test students in Science until they enrolled their first eighth grade class in 2012.

With the addition of more students and grade levels, a more consistent pattern of student performance has begun to emerge. While generally trending positively, much work needs to be done to ensure all students are reaching high levels of achievement in all subjects. We have developed data teams that review performance by student and by standard within each subject area on an ongoing and consistent basis. The goal of these data teams is to implement data-informed instructional modifications to better meet individual student needs.

Annual Performance Report (APR)

In 2014, Grand Center Arts Academy scored 83.6% on the 2014 Annual Performance Report -- well above DESE’s standard for full accreditation of traditional public schools. 2014 was the first year that GCAA had three years of Science MAP exam data, which explains in part why our 2014 APR was actually lower than in 2013. Additionally, despite our rolling average attendance rate improving from AY2013 to AY2014, our attendance score calculated in the APR actually decreased since our improvement was not as great as expected. While steadily trending in a positive direction, our Science, Math and English Language Arts scores are still below both our own and state targets. We discuss both of these concerns in further detail on page 40 in the Successes and Challenges Section. Exhibit C.1.2 provides more detail on our APR results.

Exhibit C.1.2 Annual Performance Report Results 2013 vs. 2014

Standard	2013			2014		
	Points Possible	Points Earned	Percent Earned	Points Possible	Points Earned	Percent Earned
Academic Achievement	32.0	32.0	100.0%	48.0	42.0	87.5%
Subgroup Achievement	8.0	7.0	87.5%	12.0	7.0	58.3%
Attendance	10.0	10.0	100.0%	10.0	9.5	95.0%
Total	50.0	49.0	98.0%	70.0	58.5	83.6%

Comparison with St. Louis Public School District

For the past two years, GCAA has significantly exceeded the Saint Louis Public School (SLPS) district Annual Performance Report scores. In 2013, GCAA scored 73.4% higher than SLPS and in 2014 GCAA exceeded SLPS’s score by 40.4% on the Annual Performance Report. Exhibit C.1.3 provides more detail of GCAA’s scores as compared to SLPS.

Exhibit C.1.3 Annual Performance Report Comparison

LEA	2013			2014		
	Points Possible	Points Earned	Percent Earned	Points Possible	Points Earned	Percent Earned
GCAA	50.0	49.0	98.0%	70.0	58.5	83.6%
SLPS	140	34.5	24.6%	60.5	140	43.2%

GCAA Specific Assessments

In GCAA's first three years, the NWEA Test, a nationally recognized norm-referenced achievement test, was regularly administered three times per year to all students in 6th through 10th grade. Exhibits C.1.4 and C.1.5 provides detail of those results for the 2012-2013 school year, the last year the test was administered (note: GCAA suspended administration of the NWEA due to the unreliability of NWEA server support after NWEA moved to web-based assessments). Frustrated with technical and related issues surrounding the NWEA, a committee of GCAA teachers and administrators examined several alternate assessments to determine which one would better provide data that would enhance teaching and learning. It was determined that Discovery Ed was the best fit for GCAA. Discovery Ed is aligned to Missouri Learning Standards and provides suggested interventions for teacher to implement for their students. GCAA began full implementation of Discovery Ed in 2014-2015 following a pilot assessment of all students in February, 2014.

NWEA results allowed us to see which students were making progress throughout the year in preparation for the state assessment in the spring. In addition, it identified specific areas and skills where each student needed additional assistance. Teachers used the data to implement instructional strategies to target identified areas and skills. After evaluating the quality of individual assessment items within NWEA, and comparing them with released items being developed for the Smarter Balanced Summative Assessments, we determined that the level of thinking required in order to master a particular standard was not matched with an assessment item that reflects that level of rigor. For the 2014-15 school year, we have moved to the Discovery Assessment system, which seems to be a better predictor of student performance on our newly developed Smarter Balanced assessments.

Smarter Balanced-aligned formative assessments and local common assessments have also been developed and will be used to inform instruction. Grand Center Arts Academy is accountable for the progress of students in meeting challenging standards of learning. Teacher Data Teams meet weekly to identify learning standards not being met by students. Students receive instructional interventions to meet performance expectations.

Exhibit C.1.4: NWEA Student Data 2012-2013- Math

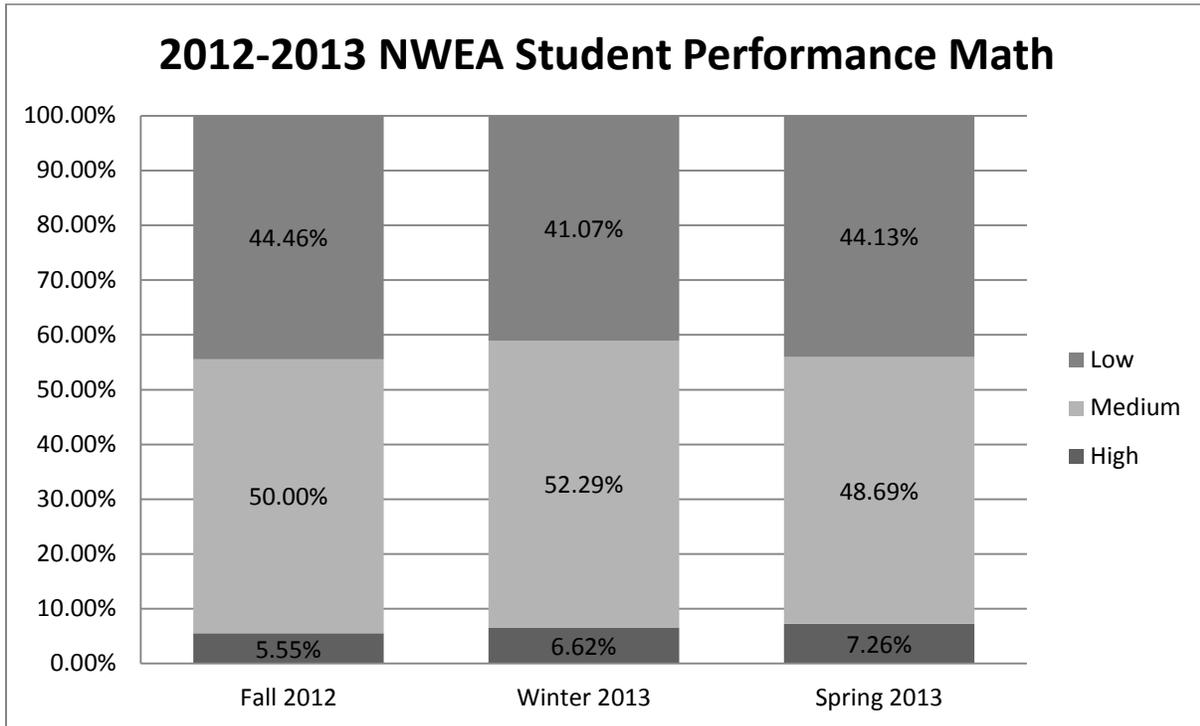
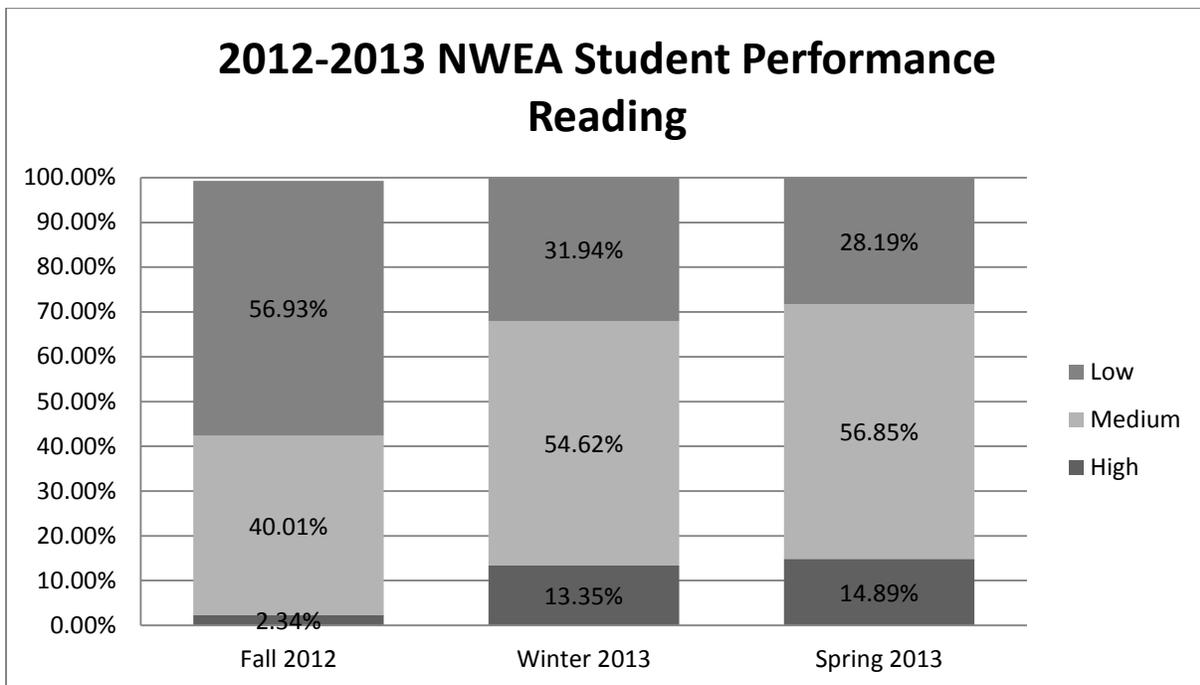


Exhibit C.1.5: NWEA Student Data 2012-2013- Reading



Original Charter Goals

As stated in the original charter the original goals were established to create a learning environment with an unrelenting focus on fostering and sustaining high student academic achievement and artistic expression. Those original goals were:

Student Achievement:

1. *Percent of students at each grade level and in each tested subject area (math, communication arts, and science) scoring "Proficient and Advanced" will increase 3 percent per year, from year two to year five, or cumulatively 12 percent from year one to year five of this agreement.*

Communication Arts performance for the first four years showed steady progress from 39% of GCAA students scoring proficient/advanced in year one to 52% of students scoring proficient/advanced in year three — an increase of over 6% per year. The scores did decrease slightly in year four to 51.6%; however, the three year average growth was still 4% per year which exceeded the original charter application goal and therefore the goal was met.

Math scores in year one were 36% proficient/advanced and increased during the following two years to 40.3%. Scores however declined in year four to 39.5%, which means the school has fallen short and the original goal was not met.

Science scores, which began in year two, have risen by 8.6% over the past two years, or an average of 4.3% which has exceeded the original charter goal of 3% and the goal was met.

2. *Any grade level and tested subject area (math, communication arts, and science) achieving at least 50 percent "Proficient and Advanced" will maintain at least 50 percent in that category each subsequent year of this agreement.*

Communication arts is the only subject area that exceeded 50% proficient/advanced. While the scores decreased slightly from 2013 to 2014 the 50% threshold established in this original goal was met.

3. *Percent of students at each grade level and in each tested subject area (math, communication arts, and science) scoring "Below Basic and Basic" will decrease 3 percent per year or 12 percent from year one to year five of this agreement.*

In communication arts, the percent of students who tested in the Below Basic and Basic categories was 61.5% in year one. By year four, the number had fallen to 48.4% or a decrease of 3.28% per year. Therefore, the original goal was met in communication arts.

In Math, 64.8% of students tested in the Below Basic and Basic levels in year one. By year four, 59.7% were in that category. This equates to a decrease of 5.10% or approximately 1.28% per year which means the original 3% per year goal was not met.

Science was not tested in 2011, but has fallen from 70.4% in year two to 61.8% or an average decrease of 4.3% in each of the last two years. Therefore, the original goal was met.

Attendance:

Average Daily Attendance (ADA) rate will increase from 90% in year one to 95% by the 3rd year of operation, and GCAA will maintain an attendance rate of 95% thereafter.

Actual attendance as measured by Average Daily Attendance at GCAA is detailed in Exhibit C.1.7 below:

Exhibit C.1.7: Average Daily Attendance 2010-2014

School Year	ADA
2010-2011	92.7%
2011-2012	93.6%
2012-2013	95.7%
2013-2014	93.9%

The original goal of reaching 95% ADA by year three was met; however, the school was unable to maintain the 95% minimum threshold in year four. We attribute this to the fact that our students must find their own transportation to and from school from areas all over the city and county. Specifically, we have had on average 75 to 80 students a day that are tardy to their first period class. One of the goals of our attendance committee developed this year is to identify and deploy incentives and programs to improve this statistic. Beginning with the 2014-15 school year, we have developed an attendance committee composed of many stakeholders with the purpose of developing strategies in order to meet this attendance goal.

Graduation Rate:

95%+

GCAA will not have its first graduating class until spring of 2016, so no data is yet available for this goal.

Original charter goals did not include financial goals as they were not requested or required by DESE at the time.

Successes and Continuing Challenges

GCAA has experienced many successes since being opened. Students continue to improve in the area of English Language Arts. As identified through MSIP 5, students are on track to meet DESE’s goal by the year 2020. This success can be attributed to having a strong curriculum aligned to state standards in this area. While there has been success in English Language Arts, it is recognized that there is still considerable ground to be made up in Mathematics. Curriculum re-development in Mathematics is expected to be completed by the conclusion of the 2014-15 school year. Plans to institute an after-school Math Facts tutoring program are also being developed.

C.2 Academic Performance Goals and Plans: 2015-2016 through 2019-2020

Goals for State Mandated Assessment

GCAA’s academic goals for 2015-2016 through 2019-2020 assume that the current state accountability structure and system are in place through 2019-20. We understand that new state assessments may be

in place before that time, and would re-calibrate the school’s academic achievement goals based on those new assessments as necessary. Exhibit C.2.1 below outlines the annual academic and attendance achievement targets from for 6th – 12th grade students:

Exhibit C.2.1: Academic Performance Goals through 2019-2020

Measure	2015-16	2016-17	2017-18	2018-19	2019-20
Academic Achievement: MPI Score in ELA	360	366.5	373	379.5	386
Academic Achievement: MPI Score in Math	327.3	336.1	344.5	352.9	361.3
Subgroup Achievement: MPI Score in ELA	338.4	344.1	349.8	355.5	361.2
Subgroup Achievement: MPI Score in Math	301.5	306.5	311.5	316.5	321.5
% of Students Attending 90% of the time	86%	87%	88%	89%	90%
Graduation Rate	90%	92%	93%	94%	95%
Overall APR	83%	84%	85%	86%	87%

Goals for GCAA Specific Assessments

1. During the five year span of 2015-2020, 80% of GCAA students will meet or exceed their growth target as established by Discovery Ed Assessment from the fall testing results compared to the spring testing results in the area of English Language arts.
2. During the five year span of 2015-2020, 80% of GCAA students will meet or exceed their growth target as established by Discovery Ed Assessment from the fall testing results compared to the spring testing results in the area of Math.

Anticipated Curricular and Pedagogical Changes

During the 2013-2014 school year, GCAA staff members began the process of developing curriculum units using the Understanding by Design (UBD) process. All staff members received year-long training on every aspect of the UBD process. Development of curriculum units has continued throughout the 2014-2015 school year. The goal is to have completely aligned curricula in all subject areas by the conclusion of the 2015-2016 school year. Once the UBD-aligned curriculum has been developed and implemented, it will be monitored for student mastery with assessments that teachers will analyze using the Mastery Manager Assessment system.

We have also been working to develop an intervention hour to provide time for our struggling middle school students to receive extra help. We plan to start the intervention hour in Spring 2015 by changing the middle school afternoon schedule (periods 4-7) to a block periods – two periods for 90 minutes every other day. The morning schedule (periods 1-3) would not change and those periods would continue to meet daily. This will allow for an additional hour each day for intervention enrichment classes. Students would have a specific scheduled intervention or enrichment class they would attend each day. A student might attend a Science related intervention class on Mondays and Wednesdays, but attend an enrichment project based class with another teacher for the other days during this time. Once students have mastered content, they can rotate into an enrichment class at the end of a quarter.

Students at the High School level have the opportunity to find help from teachers during their Learning Lab schedule on A and B blocked days. This is a time where students can get passes to go to the teacher and gain specific help for any deficiencies. If a student needs to recover a credit that has been failed,

they can do this during a study hall through a technology enabled accredited online program (Gradpoint) or through summer school.

C.3 Criteria for Student Promotion

The following are taken into account when reviewing a student's eligibility for promotion:

- Results on all MAP tests
- Attendance
- Classroom work
- Internal assessments

Additionally, in the GCAA High School, students will be required to achieve specific numbers of credits in order to be promoted to the next grade. See below for classification requirements:

- 10th grade: 6 credits
- 11th grade: 12 credits
- 12th grade: 18 credits
- To Graduate: 24 credits

Test modifications on Individualized Education Plans and specified criteria for promotion are taken into account for students with IEPs.

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Section D: Financial/Business Plan and Projected Budget

D.1 Organizational Structure: Financial Responsibilities & Decision Making

Since severing ties with the EMO that was originally contracted to operate the school (see Section B.9), GCAA has been self-managed by the Confluence Academy, Inc. Board of Directors who have delegated the running of day-to-day operations to its Resource Office management team (see details about organizational structure, job responsibilities, and current staff in Sections B.5 and B.6).

Annual budgets are developed during the late winter/early spring with input from each building's leadership team (Principal and Assistant Principals), Resource Office leadership and Board members. Each year, the budget process begins by establishing targeted building-level enrollment numbers by the Director of Operations and Chief Financial Officer with essential input from each site's Principals. Once enrollment projections are set, anticipated revenues (State, Local, Federal and Miscellaneous) for each school are derived. Once initial revenues are calculated, personnel and non-personnel expenses are reviewed. Additions or eliminations of staffing at the building level are typically discussed between Resource Office leadership team members and building Principals. The main driver of any planned staff increases or reductions is student enrollment. Prior year budgeted and actual expenditures by school are reviewed and targets are set for the current year – on an account-by-account, or line-item, basis, per site. These line-item budgets are reviewed with Principals.

D.2 Historical Financial Performance: 2010-2011 through 2013-2014

Exhibit D.2.1 below presents the actual ending budgets for each of GCAAs first four years of operation, as well as the current budget for the 2014-2015 year. These budgets reflect the enrollment and financial challenges addressed in Section B.9.

Exhibit D.2.1 Five-Year Financial Plan

Grand Center Academy of the Arts Charter School FIVE-YEAR HISTORY							
			FY10-11	FY11-12	FY12-13	FY13-14	FY14-15
			Budget				
Revenues							
5100	Local		\$4,354,756	\$ 2,000,697	\$ 1,915,606	\$ 3,426,551	\$ 1,483,570
5200	County		-	-	-	-	-
5300	State		1,521,397	2,396,162	3,220,742	4,081,303	5,443,358
5400	Federal		325,570	595,287	523,602	584,798	726,363
5600	Non-Current Revenue		-	-	-	-	-
5800	Received from other LEAs		-	-	-	-	-
5899	GRAND TOTAL REVENUES		6,201,722	4,992,146	5,659,950	8,092,652	7,653,291
Expenditures							
1131	Middle School		1,042,198	1,642,640	1,710,351	1,981,083	1,727,372
1151	High School		-	-	313,618	755,094	1,582,728
1192	Juvenile Program		-	-	-	-	-
1200	Special Programs		-	-	149,931	241,879	247,225
1400	Student Activities		1,073	5,929	1,000	1,431	500
1900	Payments to Other Districts		-	-	-	-	-
1999	TOTAL INSTRUCTION (K-12 Only)		1,043,271	1,648,569	2,174,901	2,979,487	3,557,824
2100	Support Services - Pupils		66,322	106,902	250,196	345,440	247,010
2200	Support Services - Instructional Staff		18,528	39,203	27,783	57,493	1,752
2220	Educational Media Services - Library		3,269	5,464	-	-	-
2310	Board of Education Services		2,585,124	290,246	-	-	-
2320	Executive Administration Services		85,054	110,035	343,161	506,471	546,148
2400	Support Services - School Administration		452,744	494,212	645,560	523,674	788,420
2520	Financial Accounting Services		-	1,862	746	-	-
2540	Operation and Maintenance of Plant Services		297,426	585,137	779,474	788,457	743,409
2550	Pupil Transportation		-	-	3,992	4,455	2,500
2560	Food Services		106,321	147,580	157,977	151,434	196,598
2633	Public Information Services		-	-	-	-	-
2642	Recruitment and Placement		-	-	-	-	-
2661	Data Processing		75,750	44,715	51,995	35,588	42,102
2998	TOTAL SUPPORT SERVICES		3,690,539	1,825,355	2,260,882	2,413,013	2,567,938
4000	Facilities Acquisition and Construction Services		248,308	622,611	379,689	2,413,850	580,000
5000	Long and Short Term Debt		72,082	899,734	975,548	1,108,840	947,529
1610	Adult/Continuing Basic Education Programs		-	-	-	-	-
1660	Adult and Community Continuing Education		-	-	-	-	-
3000	Community Services		-	-	-	-	-
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT		320,389	1,522,345	1,355,237	3,522,690	1,527,529
9999	GRAND TOTAL EXPENDITURES		5,054,199	4,996,269	5,791,020	8,915,190	7,653,292
Total Revenue Over/(Under) Total Expenses			1,147,523	(4,123)	(131,070)	(822,538)	0
Beginning Balance, July 1 (est.)			-	1,147,523	1,143,400	1,012,330	189,791
Ending Balance, June 30 (est.)			\$1,147,523	\$ 1,143,400	\$ 1,012,330	\$ 189,791	\$ 189,791

D.3 Financial Performance Goals and Plans: 2015-2016 through 2019-2020

Budget priorities for Grand Center Arts Academy ensure that GCAA achieves its educational goals and overall vision, and exhibits fidelity to its mission and distinctive educational program. Assumptions used to develop the five-year financial projections offered in Exhibit D.3.1 below are as follows:

- Maximum enrollment of 750 6th – 12th grade students starting in FY15-16 and held consistent over each of the remaining four years.
- Annual WADA units for the five year period estimated at 755.25 (based on projected enrollment and student mix, as well as free/reduced lunch percentage of 65%).
- State revenues based on an estimated per unit WADA payment of \$7,920 in FY15-16 expected to grow by approximately 2% per year. The projected WADA rate is a blended rate which takes into account the impact of lower per ADA payments related to VICC students.
- Increased staffing anticipated in FY15-16 in order to service 12th grade expansion, with no staffing increases projected thereafter.
- 1.5% annual cost of living increase projected for administration, instructional and support staff.
- Intercompany loans will be decreased to approximately \$363,000 in FY15-16 and \$183,000 in FY16-17, with no need for additional loans projected in remaining years.
- Payback of intercompany loans starting after the five-year period (FY20-21).
- Resource office allocation charge for educational support and back-office services required during the five year period – assumed to be between 6.5% - 7.7% of revenues.
- Projected to purchase the Beaux Arts building in December 2017 using a 20 year amortization on \$10.7mm purchase price.

While transportation to and from school is not provided to the general student population, any special education student transportation requirements resulting from an IEP will have to be met by the school and therefore projections could change for this unknown variable.

Financial plans and projections call for the maintenance of at least a 3.0% minimum General Fund reserve balance in accordance with State guidelines.

Exhibit D.3.1 Five-Year Financial Plan

		Grand Center Academy of the Arts Charter School				
		FIVE-YEAR OPERATIONAL BUDGET				
		INCLUDES NO REPAYMENT OF CA LOANS (until FY19-20) & CA ALLOCATION CHARGE + Purchase of BA in FY17-18				
		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20
		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Budget	Budget	Budget	Budget
Revenues						
5100	Local	\$ 707,221	\$ 794,725	\$ 804,725	\$ 804,725	\$ 820,820
5200	County	-	-	-	-	-
5300	State	5,981,807	6,101,443	6,223,472	6,347,941	6,474,900
5400	Federal	808,645	873,306	898,306	898,306	916,272
5600	Non-Current Revenue	362,639	183,763	-	-	-
5800	Received from other LEAs	-	-	-	-	-
5899	GRAND TOTAL REVENUES	7,860,312	7,953,237	7,926,503	8,050,972	8,211,991
Expenditures						
1131	Middle School	1,599,639	1,621,790	1,650,013	1,673,327	1,675,485
1151	High School	2,135,440	2,156,307	2,184,893	2,210,730	2,266,833
1192	Juvenile Program	-	-	-	-	-
1200	Special Programs	231,166	234,861	238,384	241,959	245,589
1900	Payments to Other Districts	-	-	-	-	-
1999	TOTAL INSTRUCTION (K-12 Only)	3,966,245	4,012,958	4,073,290	4,126,017	4,187,907
2100	Support Services - Pupils	306,613	311,450	316,061	320,742	325,553
2200	Support Services - Instructional Staff	29,500	29,000	27,500	25,000	25,375
2220	Educational Media Services - Library	-	-	-	-	-
2310	Board of Education Services	261,339	272,278	275,679	280,236	284,436
2320	Executive Administration Services	-	-	-	-	-
2400	Support Services - School Administration	623,707	632,476	640,838	653,591	662,270
2520	Financial Accounting Services	460,361	460,361	460,361	460,361	460,361
2540	Operation and Maintenance of Plant Services	1,598,991	1,607,203	1,476,881	1,437,563	1,459,050
2550	Pupil Transportation	2,500	2,500	2,500	2,500	2,500
2560	Food Services	241,598	256,598	279,598	279,598	284,598
2633	Public Information Services	-	-	-	-	-
2642	Recruitment and Placement	24,375	25,000	25,000	30,000	30,500
2661	Data Processing	39,169	37,500	40,000	42,500	42,500
2998	TOTAL SUPPORT SERVICES	3,588,153	3,634,366	3,544,418	3,532,091	3,577,143
4000	Facilities Acquisition and Construction Services	-	-	-	-	-
5000	Long and Short Term Debt	305,913	305,913	305,913	305,913	305,913
1610	Adult/Continuing Basic Education Programs	-	-	-	-	-
1660	Adult and Community Continuing Education	-	-	-	-	-
3000	Community Services	-	-	-	-	-
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	305,913	305,913	305,913	305,913	305,913
9999	GRAND TOTAL EXPENDITURES	7,860,312	7,953,236	7,923,622	7,964,021	8,070,963
Total Revenue Over/(Under) Total Expenses		0	0	2,881	86,951	141,028
Beginning Balance, July 1 (est.)		259,792	259,792	259,793	262,674	349,624
Ending Balance, June 30 (est.)		\$ 259,792	\$ 259,793	\$ 262,674	\$ 349,624	\$ 490,652
General Fund Reserve Balance (EOY) %		3.87%	3.82%	3.88%	5.13%	7.09%

		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	
		Year 1	Year 2	Year 3	Year 4	Year 5	Budget
		Budget	Budget	Budget	Budget	Budget	Assumptions
1100	Regular Programs						
	6100 Salaries	2,648,051	2,692,035	2,736,462	2,781,831	2,823,558	added staff in YR 2, 1.5% annual raises
	6200 Benefits	896,296	913,566	927,210	940,492	954,599	16.5% - 15% PSRS
	6300 Purchased Services	78,882	78,735	78,735	78,735	79,916	
	6400 Supplies & Materials	111,850	93,761	92,500	83,000	84,245	11th/12th grade textbooks in 1st two years
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	3,735,079	3,778,097	3,834,907	3,884,057	3,942,318	
1200	Special Programs						
	6100 Salaries	171,845	174,423	177,039	179,695	182,390	1 added SPED staff in YR 2, 1.5% raises
	6200 Benefits	59,321	60,438	61,344	62,264	63,198	
	6300 Purchased Services	-	-	-	-	-	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	231,166	234,861	238,384	241,959	245,589	
2100	Support Services - Pupils						
	6100 Salaries	224,957	228,332	231,757	235,234	238,762	1 added Counselor in YR 2, 1.5% raises
	6200 Benefits	77,655	79,117	80,304	81,508	82,731	
	6300 Purchased Services	3,000	3,000	3,000	3,000	3,045	
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	1,000	1,000	1,000	1,000	1,015	
	Total Regular Programs	306,613	311,450	316,061	320,742	325,553	
2200	Support Svcs. - Prof. Develop.						
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	29,500	29,000	27,500	25,000	25,375	Prof. Development - Consultants
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	29,500	29,000	27,500	25,000	25,375	
2310	Board of Education Services						
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	118,412	115,257	117,046	114,816	116,538	WC & Unemployment Insurance
	6300 Purchased Services	142,727	156,822	158,433	165,220	167,698	Audit, Legal, Prof. Tech & Sponsor Fee
	6400 Supplies & Materials	200	200	200	200	200	
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	261,339	272,278	275,679	280,236	284,436	
2400	Support Svcs. - School Admin.						
	6100 Salaries	407,900	414,019	420,229	426,532	432,930	
	6200 Benefits	140,807	143,457	145,609	152,059	154,340	
	6300 Purchased Services	75,000	75,000	75,000	75,000	75,000	Parking, copiers, materials, etc.
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	623,707	632,476	640,838	653,591	662,270	
2520	Financial Accounting Svcs.						
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	460,361	460,361	460,361	460,361	460,361	Backoffice allocation (based on WADA)
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	460,361	460,361	460,361	460,361	460,361	
2540	Operation of Plant Services						
	6100 Salaries	33,089	33,585	34,089	34,600	35,119	Security Guard
	6200 Benefits	11,422	11,637	11,812	12,335	12,520	" "
	6300 Purchased Services	1,382,700	1,390,200	1,259,200	1,218,847	1,237,130	BA Rent (inc. FY18-19), REtaxes, Insur, custodial
	6400 Supplies & Materials	174,280	174,280	174,280	174,280	174,280	Utilities
	6500 Equipment	-	-	-	-	-	
	Total Regular Programs	1,601,491	1,609,703	1,479,381	1,440,063	1,459,050	
2560	Food Services						
	6100 Salaries	-	-	-	-	-	
	6200 Benefits	-	-	-	-	-	
	6300 Purchased Services	177,000	192,000	215,000	215,000	220,000	FSP breakfast/lunch cost
	6400 Supplies & Materials	-	-	-	-	-	
	6500 Equipment	64,598	64,598	64,598	64,598	64,598	Kitchen equipment loan (FSP)
	Total Regular Programs	241,598	256,598	279,598	279,598	284,598	

D.4 Organizational Capacity for Adherence to MFAM and Internal Controls

The CFO ensures that site-based school data and financial reporting is happening in a timely and accurate manner. The school utilizes the Tyler Technologies SIS financial accounting and reporting system. The school also complies with the Missouri Financial Accounting Manual as well as generally accepted accounting standards that are evidenced by the annual audit that the school goes through annually.

Each year, both a Single Audit and Compliance report are prepared and presented for acceptance by the Board. Further, these reports are provided to the Sponsor, as well as DESE Finance department prior to December 31st annual deadline. Audit reports of both the financial statements and the federal programs revenues (Single Audit), as warranted, have been completed annually. GCAA has received clean audit opinions for each annual audit. Further, no material issues or weaknesses have been observed by either or external audit firm or the Department of Elementary and Secondary Education (DESE). Further, GCAA's sponsor, Saint Louis University, provides financial oversight per Standard Five of CSR 20-100.260. This includes:

- Ensuring that adequate financial controls are in place and operational
- Monitoring fiscal management of federal grant programs
- Monitoring that the school has a follows a procurement process
- Monitoring the Annual Secretary of the Board Report (ASBR) and annual audits
- Ensuring that the annual audit summary is published
- Monitoring coding procedures to ensure compliance with the Missouri Financial Accounting Manual

GCAA's CFO provides accurate and concise financial updates to the Board each month. Additionally, the Board fully complies with the requirement to approve GCAA's budget by June 30th each year. All budgeted expenditures are properly approved and signed off on by the CFO. Non-budgeted expenditures are approved by the Board through the Finance sub-committee, as they arise infrequently.

D.5 Organizational Capacity for Compliance with State & Federal Requirements

As participants in the National School Lunch program, GCAA ensures that each family completes an eligibility application for the program. Applications are available each year after July 1. Based on the information provided GCAA makes a determination as to each student's eligibility for the program.

Student enrollment is tracked via the Infinite Campus (IC) system. The school also uses the IC system to enter and track daily attendance and maintain and report on other student relative information as required by the State.

During the enrollment process, parents of prospective students are asked to identify if their child(ren) has an educational disability and either an Individual Education Plan (IEP) or a § 504 plan. If the student's application indicates there is an IEP/504 in place, Grand Center Arts Academy contacts the sending school for an official copy of the plan and notifies GCAA's SPED coordinator. When the plan is received from the sending school it is reviewed by the SPED coordinator and then either accepted or rejected based on criteria established by the local compliance plan. If it is accepted, no changes are

made to the existing plan. If it is rejected the family of the student is contacted to set up an IEP team meeting at which a new plan is created that will meet the educational needs of the new Grand Center Arts Academy student.

Those students whose applications do not identify an educational disability do not receive any special education or related services. Should the parent of such students suspect that the student might have an educational disability or have other educational concerns, the parent may indicate this and request consideration for possible special education or § 504 eligibility. These concerns and/or requests are addressed promptly by the appropriate school personnel.

GCAA enrollment forms also include a home language survey. If on the survey the family identifies that they speak another language besides English in the home, GCAA will administer to the student the WAPT language screening test. Results of this test dictate whether the student will need English language services or not.

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Appendix D.1

Charter School Monitoring & Evaluation Program

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Section E: Closure Policy

E.1 Policy Statement

In the event that GCAA does not meet performance or organizational requirements as outlined in the charter contract with Saint Louis University, the University may, per the contract with GCAA, close the school. Parents will be kept informed of, and provided a forum to discuss concerns about, any closure decision. The University and the Confluence Academy Board of Directors have agreed to adhere to the closure requirements and procedures as outlined in MO 5 CSR 20-100.261.

In full accordance with MO 5 CSR 20-100.261 the Board and University will ensure that:

- All assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debt.
- Remaining assets purchased with GCAA state and federal funds will be redistributed in accordance with state and federal statutes, regulations and guidelines. Assets for which origin cannot be determined will necessarily be assumed to be state funded assets.
- Any assets acquired through documented donations, gifts, grants or other sources shall be disposed of upon dissolution of GCAA in accordance with the articles of incorporation of and the Missouri Nonprofit Corporation Act.

A detailed checklist and timeline has been provided in Appendix E.1. The document includes detailed information on each of the following required items:

- Transfer of Student Records
- Communication and Notification of all Stakeholders
- Archival and Transfer of Business and Personnel Records
- Financial Reporting
- Disposition of Assets

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Appendix A.1 – Example Daily Class Schedule

Sample High School Schedule- Theater Student:

This particular student has Stagecraft (theatre set design, tech theatre, etc.), Movement for Actors, and Acting III within the school day. This particular student is taking a theatre focused intensive practicum in the extended day. Our block schedule has allowed this particular student to also take Language Lab where they can choose from one of seven different languages to learn offered with the aid of Rosetta Stone.

Course	Teacher	Room	Day	Begin	End	Time
1HS1031-411 English III	Slocum, Veronda	212	A Regular	1	1	08:00 AM-09:35 AM
			C Regular	C1	C1	08:00 AM-08:55 AM
			Final-1216	A1	A1	08:00 AM-09:30 AM
1HS4311-423 U.S. History (11th)	Dinwiddle, Ben	304	A Regular	2	2	09:35 AM-11:10 AM
			C Regular	C3	C3	09:50 AM-10:45 AM
			Final-1216	A2	A2	09:30 AM-11:00 AM
1HSLANG-435 Language Lab*	Slocum, Veronda	Sun 304	A Regular	3-A	3-A	11:10 AM-12:10 PM
				3-B	3-B	12:40 PM-01:10 PM
			C Regular	C5-A	C5-A	11:40 AM-12:05 PM
				C5-B	C5-B	12:30 PM-01:05 PM
Final-1218	A3	A3	08:00 AM-09:30 AM			
1HS9990-23 Learning Lab	Kloeppe, Tim		A Regular	LLAB	LLAB	01:10 PM-02:00 PM
			B Regular	LLAB	LLAB	01:10 PM-02:00 PM
1HS7163-447 Acting III	Sheley, William S		A Regular	4	4	02:00 PM-03:30 PM
			C Regular	C7	C7	02:00 PM-02:45 PM
			Final-1218	A4	A4	09:30 AM-11:00 AM
1HS7290-1 Theater Practicum	Sheley, William S		A Regular	5	5	03:30 PM-05:30 PM
			B Regular	1	1	08:00 AM-09:35 AM
1HS3111-812 Chemistry	Howe, Michael	B208	C Regular	C2	C2	08:55 AM-09:50 AM
			Final-1217	B1	B1	08:00 AM-09:30 AM
			B Regular	2	2	09:35 AM-11:10 AM
1HS2111-824 Algebra II	Naes, Matt	301	C Regular	C4	C4	10:45 AM-11:40 AM
			Final-1217	B2	B2	09:30 AM-11:00 AM
			B Regular	3	3	11:10 AM-12:40 PM
1HS7180-836 Stagecraft	Varley, Sarah		C Regular	C6	C6	01:05 PM-02:00 PM
			Final-1218	A3	A3	08:00 AM-09:30 AM
			B Regular	4	4	02:00 PM-03:30 PM
1HS7185-848 Movement for Actors I	Riley, Brandon		C Regular	C8	C8	02:45 PM-03:30 PM
			Final-1219	B4	B4	09:30 AM-11:00 AM

Sample High School Schedule- Music Student

This particular student is accelerated in Math for 9th grade, but still has room in the scheduled day for Orchestra, and the required TASK (Theory and Aural Skills) course all music pathway students take each year. This student has chosen to take a language lab offering and is getting one of his Physical Education requirements completed. This is an example of a student who has chosen not to be enrolled in our extended day arts program, but is a member of our champion chess team that meets after school.

Course	Teacher	Room	Day	Begin	End	Time
1HS3111A-411 Advanced Chemistry	Howe, Michael	B208	A Regular	1	1	08:00 AM-09:35 AM
			C Regular	C1	C1	08:00 AM-08:55 AM
			Final-1216	A1	A1	08:00 AM-09:30 AM
1HS2311-423 Pre-Calculus	Naes, Matt	301	A Regular	2	2	09:35 AM-11:10 AM
			C Regular	C3	C3	09:50 AM-10:45 AM
			Final-1216	A2	A2	09:30 AM-11:00 AM
1HS4111-435 US History	Smith, Evan	211	A Regular	3-A	3-A	11:10 AM-12:10 PM
				3-B	3-B	12:40 PM-01:10 PM
			C Regular	C5-A	C5-A	11:40 AM-12:05 PM
				C5-B	C5-B	12:30 PM-01:05 PM
Final-1218	A3	A3	08:00 AM-09:30 AM			
1HS9990-29 Learning Lab	Dewes, Jess	300	A Regular	LLAB	LLAB	01:10 PM-02:00 PM
			B Regular	LLAB	LLAB	01:10 PM-02:00 PM
1HS7212-4473 TASK II	Hagan, Dave		A Regular	4	4	02:00 PM-03:30 PM
			C Regular	C7	C7	02:00 PM-02:45 PM
			Final-1218	A4	A4	09:30 AM-11:00 AM
1HS8011-812 PE	Rearick, Alexander	602	B Regular	1	1	08:00 AM-09:35 AM
			C Regular	C2	C2	08:55 AM-09:50 AM
			Final-1217	B1	B1	08:00 AM-09:30 AM
1HSLANG-824 Language Lab*	Slocum, Veronda	Sun 304	B Regular	2	2	09:35 AM-11:10 AM
			C Regular	C4	C4	10:45 AM-11:40 AM
			Final-1217	B2	B2	09:30 AM-11:00 AM
1HS1021-836 English II	Kalachek, Cindy	212	B Regular	3	3	11:10 AM-12:40 PM
			C Regular	C6	C6	01:05 PM-02:00 PM
			Final-1219	B3	B3	08:00 AM-09:30 AM
1HS7250-848 Orchestra Ensemble	Martin, Damen		B Regular	4	4	02:00 PM-03:30 PM
			C Regular	C8	C8	02:45 PM-03:30 PM
			Final-1219	B4	B4	09:30 AM-11:00 AM

Sample High School Schedule- Art Student This student is taking Drawing I and Art History as a freshman in addition to having time to take a Journalism course and Physical Education.

Course	Teacher	Room	Day	Begin	End	Time
1HS3011A-411 Advanced Physics I	Salamon, Tim	B200	A Regular	1	1	08:00 AM-09:35 AM
			C Regular	C1	C1	08:00 AM-08:55 AM
			Final-1216	A1	A1	08:00 AM-09:30 AM
1HS1011-423 English I	Murphy, Amber	214	A Regular	2	2	09:35 AM-11:10 AM
			C Regular	C3	C3	09:50 AM-10:45 AM
			Final-1216	A2	A2	09:30 AM-11:00 AM
1HS4111-435 US History	Smith, Evan	211	A Regular	3-A	3-A	11:10 AM-12:10 PM
				3-B	3-B	12:40 PM-01:10 PM
			C Regular	C5-A	C5-A	11:40 AM-12:05 PM
				C5-B	C5-B	12:30 PM-01:05 PM
			Final-1218	A3	A3	08:00 AM-09:30 AM
1HS9990-28 Learning Lab	Clayton, Megan	506	A Regular	LLAB	LLAB	01:10 PM-02:00 PM
			B Regular	LLAB	LLAB	01:10 PM-02:00 PM
1HS7361-447 Art History	Clayton, Megan		A Regular	4	4	02:00 PM-03:30 PM
			C Regular	C7	C7	02:00 PM-02:45 PM
			Final-1218	A4	A4	09:30 AM-11:00 AM
1HS8011-812 PE	Rearick, Alexander	602	B Regular	1	1	08:00 AM-09:35 AM
			C Regular	C2	C2	08:55 AM-09:50 AM
			Final-1217	B1	B1	08:00 AM-09:30 AM
1HS2011-824 Algebra I	Peterson, Anne	303	B Regular	2	2	09:35 AM-11:10 AM
			C Regular	C4	C4	10:45 AM-11:40 AM
			Final-1217	B2	B2	09:30 AM-11:00 AM
1HS1022-836 Journalistic Writing	Murphy, Amber		B Regular	3-A	3-A	11:10 AM-12:10 PM
				3-B	3-B	12:40 PM-01:10 PM
			C Regular	C6	C6	01:05 PM-02:00 PM
			Final-1219	B3	B3	08:00 AM-09:30 AM
1HS7341-848 Draw I	Spiguzza, David		B Regular	4	4	02:00 PM-03:30 PM
			C Regular	C8	C8	02:45 PM-03:30 PM
			Final-1219	B4	B4	09:30 AM-11:00 AM

Appendix A.2 – Course Descriptions

Note: These are the courses offered as of 2014-2015. Additional courses will be added in 2015-2016 for 12th grade students.

English I (required)

Prerequisite: none

9th grade

Credit – 1 English credit

Full Year

This course is designed to lay the foundation for successful high school writing. This course consists of instruction in composition, reading fiction and nonfiction, grammar, speaking/listening, research and vocabulary development. Explicit instruction in both comprehension strategies for fiction and nonfiction and literary analysis and evaluation will be included. Students will use the writing process to produce research, narrative, persuasive, and expository essays. The grammar covered includes areas needed to improve writing such as sentence structure, rules of usage, and organizational structures. Both formal and informal presentations will be included in the development of speaking and listening skills. Students will have opportunities for research and complete a formal research essay. Students will actively develop their vocabulary with a special emphasis on academic vocabulary and vocabulary for standardized testing.

Honors Option: A student may elect to pursue an “Honors Option” in this course. A contract must be signed by both the student and parent and returned to the English I teacher by a specified deadline. Honors students will be a part of the English I classroom and will be required to complete advanced work. Advanced work is considered completing assignments with greater depth and detail as well as reading different texts that offer greater challenges. Honors students are expected to actively participate in class activities and discussions. Student who pursue an Honors Option will have this designation in their transcript.

English II (required)

Prerequisite: English I

10th grade

Credit – 1 English credit

Full Year

This course consists of instruction in world literature, writing, word study, research, and speaking/listening. Literature will include selections of fiction, nonfiction, poetry, and drama. The emphasis will be on the analysis and evaluation of text. Strategies for improving comprehension of fiction and nonfiction texts will be stressed. Key writing concepts include study of stylistic devices, multiple modes of discourse, and evaluation of argumentation. Students will produce analytical, expository, and persuasive essays and a research paper. Students will evaluate various types of media. Students will continue to strengthen their vocabulary through the study of Greek and Latin roots. This course will contain formal and informal speaking and listening opportunities.

Honors Option: A student may elect to pursue an “Honors Option” in this course. A contract must be signed by both the student and parent and returned to the English I teacher by a specified deadline. Honors students will be a part of the English I classroom and will be required to complete advanced

work. Advanced work is considered completing assignments with greater depth and detail as well as reading different texts that offer greater challenges. Honors students are expected to actively participate in class activities and discussions. Student who pursue an Honors Option will have this designation in their transcript.

English III (required)

Prerequisite: English I, English II

11th grade

Credit – 1 English credit

Full Year

This course is aligned to follow the chronology and themes as they emerge in 11th grade Social Studies US History. Texts will include a variety of genres --novels, short stories, informational texts and poetry – that offer insight into the American periods of Reconstruction, Industrialism, The Roaring Twenties, Post-WWII Eras, and contemporary America. Students will exhibit their writing skills in a variety of formats after analyzing and drawing inferences from works of fiction and non-fiction.

Advanced English III (option to English III and required for students enrolled in AP US History)

Prerequisite:

11th grade

Credit – 1 English credit

Full Year

This course is aligned to follow the chronology and themes as they emerge in the Advanced Placement US History course. This advanced English course facilitates students' critical reading abilities with longer literary works that are taught at a faster pace. Students will combine their vocabulary and word usage skills with their analysis and interpretation of traditional and contemporary works to demonstrate and strengthen their own voice and writing style.

Journalistic Writing (Intro Course) (Elective)

Prerequisite: Grade of 'B'; or higher in previous semester English class, 3.0 overall GPA, and instructor approval

9th, 10th, 11th grade

Credit – .5 Communications credit. Second semester this class joins Student Media Publications for an additional .5 Communications credit.

Half Year, first semester only

Offered only first semester, this course introduces students to journalism concepts. Students will learn the basic principles of journalism law and ethics as well as Associated Press style and apply the concepts throughout their publishing career. This course is designed to prepare students with the specialized writing skills required for a newspaper or yearbook staff and is a prerequisite for Student Media Publication. This class focuses on the content and coverage of publications writing and reporting news, features, opinions, headlines and captions (cutlines). Students will learn how to gather information using a variety of primary sources. They will also practice copy editing and analyze the media and its role in society. After first semester, students would join Student Media Publication for second semester, if they meet the prerequisites of that course.

Student Media Publication (Production Course) (Elective)

Prerequisite: Grade of 'C' or higher in Journalistic Writing or previous semester of Student Media Publication

10th, 11th grade

Credit – 1 Communication or Elective credit

Full Year

Students in this course are responsible for the day-to-day operation and production of the *Expression* yearbook, along with any other potential future print media (e.g.: newspaper, student news website). Students will gain practical experience in writing, editing, ad sales, photography, and desktop publishing. Students enrolled in the class will make content, coverage, and design decisions following accepted journalistic practices taught in Journalistic Writing for Print and the Web. This course will require out-of-class work time including, but not limited to taking photos, doing interviews and work nights as deadlines demand. This class may be taken more than once. This is a full-year course.

Editorial Leadership (Honors course for editors) (Elective)

Prerequisite: Grade of 'B' or higher in previous semester of Student Media Publication or Editorial Leadership, instructor approval via application process in fourth quarter of the previous school year.

10th, 11th grade

Credit – 1 Communications or Elective credit

Full Year

This course is open to all high school students (sophomore through senior) who meet the prerequisite above. This is an honors-level tier of the production course for students who have been selected as editors. They have the same responsibilities as those in Student Media Publication, but with additional expectations and responsibilities added. This course will require extensive out-of-class work time including, but not limited to weekly Editorial Board meetings (during lunch) and work nights as deadlines demand. This is a full-year course.

Algebra IA

Prerequisite: Pre-Algebra or equivalent per Department Approval

Credit – .5 Math credit

9th grade

Full Year

Algebra 1a is the first year of a two-year Algebra 1 sequence. Students will study all the concepts and topics described in the Algebra 1 description but will take the course over two years instead of one.

Algebra IB This is the second half of the two year Algebra IA and IB course, and is for students that took Algebra IA in 9th grade

Prerequisite: Full credit earned in Algebra IA

10th grade

Credit – .5 Math credit

Full Year

Students enrolled in Algebra IB will continue to study the real number system and its properties, equations (linear and quadratic), inequalities, graphing, operations with polynomials, algebraic fractions

and irrational numbers. Students will also apply this knowledge and skill to solve word problems. Required to take state mandated End of Course Exam (EOC)

Algebra I

Prerequisite: Placement by previous math teacher or Department approval

9th grade

Credit – 1 Math credit

Full Year

Students enrolled in Algebra I will study the real number system and its properties, equations (linear and quadratic), inequalities, graphing, operations with polynomials, algebraic fractions and irrational numbers. Students will also apply this knowledge and skill to solve word problems. Required to take state mandated End of Course Exam (EOC)

Algebra II Concepts

Prerequisite: Full credit earned in Geometry Concepts or Geometry

11th grade

Credit – 1 Math credit

Full Year

Students in this course will extend their study of Algebra. A more extensive review of Algebra I concepts will be explored. In addition, students will examine relations and functions, systems of equations and inequalities, powers, roots, complex numbers, exponential/logarithmic functions and matrices at a more informal pace.

Algebra II

Prerequisite: Full credit earned in Geometry or Advanced Geometry

11th grade

Credit – 1 Math credit

Full Year

Algebra II will review and expand algebraic skills. Topics studied in this course include expressions, equations and inequalities, functions, equations and graphs, linear systems, quadratic functions and equations, polynomials and polynomial functions, radical functions and rational exponents, exponential and logarithmic functions, direct and inverse variation, reciprocal function families, introduction to sequences and series, matrices, law of sines and cosines, and right triangle trigonometry. A Graphing Calculator to simplify procedures, investigate new functions, and visualize models is required.

Geometry Concepts

Prerequisite: full credit earned in Algebra I or Algebra IB, placement by previous math teacher or Department approval

10th, 11th grade

Credit – 1 Math credit

Full Year

Geometry Concepts provides a direct approach to the fundamentals of plane geometry. It is designed to develop basic geometry skills and vocabulary. Emphasis is spent on the following topics: Concepts of

congruence, similarity, parallelism, perpendicularity, and proportions, angle relationships in polygons and circles, and finding lengths of segments. This course does not include formal geometric proofs.

Geometry

Prerequisite: Full credit earned in Algebra I, teacher approval

10th grade

Credit – 1 Math credit

Full Year

Students will use inductive and deductive reasoning to develop an axiomatic system which describes the properties of two and three dimensional objects. A solid, working knowledge of Algebra I skills is necessary.

Advanced Geometry

Prerequisite: Teacher approval. Full credit earned in Algebra I

10th grade

Credit – 1 Math credit

Full Year

Like the regular Geometry course, students will use inductive and deductive reasoning to develop an axiomatic system which describes the properties of two and three dimensional objects. Students in Advanced Geometry, however, will proceed at an accelerated pace. Students will be expected to perform a significant number of proofs of geometric theorems. Students will also engage in the study of elementary analytic geometry by combining their knowledge of and skill in both algebra and geometry.

Precalculus

Prerequisite: Full credit earned in Algebra II with a grade of “C” or higher and teacher approval

11th grade

Credit – 1 Math credit

Full Year

Students enrolled in Precalculus will extensively study the following topics: trigonometry, analytical geometry, introductory derivatives, integrals, vectors, determinants, sequences and series, polynomial, rational, exponential, and logarithmic functions and their graphs. A Graphing Calculator is required.

This year, we have begun an after school tutoring program utilizing our SLU work-study students studying math to work with our struggling students after school.

Physics I

Prerequisite: None

9th grade

Credit – 1 Science credit

Full Year

This course fulfills the first required year of science credit and completes the recommended core curriculum in Physics. This is an introductory course to physics for students that have not already passed algebra 1 with a C or above. The course is designed to minimize the mathematics and intended to build

the science skills and reinforce math skills being learned while the student is taking algebra. The content will focus on concepts in motion, forces, energy, electricity, and astronomy. Students will learn to build scientific models to describe the physical world by analyzing the results of lab experiments. The skills of experimental design, graphical analysis, and reading a scientific text will be emphasized, allowing students to express and understand models verbally, diagrammatically, graphically, and with basic algebraic expression.

Advanced Physics I

Prerequisite: Grade of "B" or higher in previous Science course and teacher approval

9th grade

Credit – 1 Science credit

Full Year

This is a challenging Physics I course designed for students who desire an accelerated, comprehensive program. The level of difficulty is hard. It covers the same material as Physics I but with an accelerated pace, a deeper dive into the material and expects students to maintain a "C" or higher grade to remain in the course.

Chemistry

Prerequisite: Credit earned in Physics I or Advanced Physics I

10th grade

Credit – 1 Science credit

Full Year

This course fulfills the second required year of science credit and completes the recommended core curriculum in Chemistry. This course introduces important concepts of chemistry while applying these concepts to the students' everyday lives and experiences. Topics addressed include basic problem solving, scientific measurement, atomic structure, the periodic table, chemical formula writing, chemical reactions, states of matter, chemical bonding, thermochemistry, acids and bases, and nuclear chemistry. Activities will include reading, writing, discussion, laboratory activities, laboratory reports and student projects. Students will frequently work together in teams. Basic algebra skills are required.

Advanced Chemistry

Prerequisite: One credit earned in Physics I, teacher approval.

10th grade

Credit – 1 Science credit

Full Year

The models and theories of chemistry are developed in this course. Considerable emphasis is placed on the student's ability to interpret data, solve problems, and use higher-order thinking skills. The core topics include models for atoms, chemical reactions, kinetic molecular theory, thermochemistry, chemical bonding, rates of reactions, equilibrium, acids and bases, and electrochemistry. The course will include reading, lecture/discussion, laboratory activities and problem solving. This course is designed for students who have demonstrated success in mathematics and science courses. Laboratory reports will be required and homework assignments are given daily. Each student needs a calculator. A college level text is used. Enrollment requires faculty recommendation.

Biology

Prerequisite: Full credit earned in Physics I, Advanced Physics I, Chemistry or Advanced Chemistry

11th grade

Credit – 1 Science credit

Full Year

Biology I deals with living things. An emphasis is placed on the cellular level. Discussions about social issues such as genetic engineering and the impact of man on his/her environment will be conducted. Regular homework and long term assignments are expected. This course includes a state required END OF COURSE EXAM (EOC).

Advanced Biology

Prerequisite: Full credit earned in Physics I, Advanced Physics I, Chemistry or Advanced Chemistry and a grade of “B” or higher in previous Science class and teacher/department approval

11th grade

Credit – 1 Science credit

Full Year

This two semester class is a challenging course designed for students who anticipate a science-based career, desire an accelerated, comprehensive program and intend to take advanced courses in science. Instruction will emphasize laboratory investigation.. This course is included in the state required END OF COURSE EXAM (EOC).

Makerspace: STEAM Innovation Lab (Elective)

Prerequisite: None

10, 11th grade

Credit – 1 Elective credit

Full Year

Students will learn how design thinking can be used with a variety of “maker tools” to develop innovative products. Modules will include low-tech prototyping, circuitry, 3D printing, and app development. Students will also build entrepreneurship skills as they design products and accompanying business plans to market and sell their inventions.

U.S. History (Required)

Prerequisite: None

9th grade

Credit – 1 Social Studies credit

Full Year

U.S. History is a required course that examines the forces and issues that shape and affect our lives. Students analyze history through political, economic, intellectual, social, religious, technological and economic developments and trends. Students consider the impact of individuals and groups on our society, with an emphasis on multicultural studies. This course begins with Reconstruction and moves through the modern day.

World History (Required)

Prerequisite: Full Credit in US History
10th grade
Credit – 1 Social Studies credit
Full Year

All students are required to study World History in their sophomore year. World History presents a chronological and in-depth approach to the history and daily life of the cultures of our global society. Anthropology, archeology and geography accompany the study of the Middle East, Africa, Asia, Europe, and the Americas. Related issues and current affairs are also discussed.

AP World History (Advanced Placement)

Prerequisite: must have a "B" or higher in U.S. History as well as Social Studies teacher recommendation
10th grade
Credit – 1 Social Studies credit
Full Year

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. AP World History offers balanced global coverage of Africa, Asia, the Americas, and Europe. GCAA encourages ALL students to take the National Advanced Placement test offered by the Educational Testing service. A weighted grade is given. ***Students who achieve a high composite score on the AP test will be eligible for college credit at most colleges and universities.**

Appendix A.3 – Example Curriculum



Creative. Genius.

Race and Justice in “To Kill a Mockingbird”

Designer: Amber Murphy

Course: English I

Unit Summary: In this 7-week unit, students will analyze themes related to race and justice through their study of *To Kill a Mockingbird*. This unit includes collaborative discussions and constructed responses related to Analytical Reading Levels. They will apply the text to a test that requires close-reading skills, argument analysis and essay writing.

Stage 1: Desired Results

Established Goals

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea or theme of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Understandings

Students will understand that...

- The justice system is not always fair or equal.
- Racism exists due to flawed thinking and fear.
- Justice is necessary for a free and equal society.
- We are all affected by acts of racism, and it is our responsibility to try to change them.

Essential Questions

- Why does justice sometimes vary from person to person and group to group?
- Why does racism exist?
- How do people advocate for social change?
- How does the community in which one lives affect one’s worldview and beliefs?

Students will know...

- Literary terms/devices: theme, conflict, symbolism, and characterization
- Important historical information from the South in the 1930s including segregation and Jim Crow laws
- Key characters, events and concepts from the novel
- The Seven Analytical Reading Levels
- Key vocabulary from the reading (three per week - vocabulary list attached)
- Sentence Patterns 1-4 in “The Art of Styling Sentences”

Students will be able to...

- Use the ladder of inference to analyze their own and others’ thinking
- Write a constructed response using Analytical Reading Levels
- Identify and analyze key themes and symbols in their reading
- Lead their own small group Socratic discussions
- Use context clues and word structure to determine the meaning of unknown words
- Write sentences that include a variety of forms and structures

Stage 2: Assessment Evidence

Performance Task:

Goal: To prepare for an article on the 50th anniversary of “To Kill a Mockingbird” by analyzing the themes of the novel and relevant current events.

Role: A student journalist who has been assigned to write an article about the relevance of “To Kill a Mockingbird” today, including its implications and themes for justice and race in America.

Audience: To appeal to a young audience between the ages of 18-30 by showing how this famous novel is still relevant today.

Situation: You are just beginning the assignment, and you need to “sell” it to your editor in order to write it. This means you need to conduct analysis on the novel and research current events that relate to its themes. You also need to write a rough sketch of your ideas and why you think this novel is important.

Product: You will conduct close reading on key passages from the text, write a constructed response analyzing important themes and analyze a current event using the iceberg model or ladder of inference. Lastly, you will need to write a short essay on why you think this novel is relevant today in order to “sell” your story idea to the editor.

Standards: Each section will include a scoring guide. Students will need to score themselves as part of the test. Teacher will take these scores into consideration when grading.

Other Evidence:

- Constructed Responses (with self-assessment)
- Case studies with Ladder of Inference
- Journaling and reflection on race and community
- Socratic Seminars
- Race Survey and Media Review

Stage 3: Learning Plan

W = What is this? Why is it important?

H = Hook

e = Evaluate (formative)

R = Reflect/Review

E = Engage and Equip

Where and Why

- Unit Introduction PPT
- Journal Questions and Power Ups to connect back to Essential Questions
- Ladder of Inference connect back to Essential Questions – students will use the ladder of inference to analyze a variety of scenarios connected to race and justice. Examples include: Trayvon Martin, Lula’s reaction to the children coming to church and biracial Cheerios commercial.

Hook and Hold			
Week 1	<p><i>Day 1</i></p> <p>W – Unit Intro PPT</p> <p>H – Watch “Hey Boo”</p>	<p><i>Day 2</i></p> <p>H – Finish “Hey Boo”</p> <p>H – Character overview and make predictions</p> <p>E – Preview reading and set purpose; Chapters 1-6</p>	<p><i>Day 3</i></p> <p>H/E – Trayvon Martin and Ladder of Inference</p>
Week 2	<p><i>Day 1</i></p> <p>R – Model/Practice Level 4 ARL</p>		<p><i>Day 2</i></p> <p>e – Quiz</p> <p>R – Class discussion + Movie clip</p> <p>E – Preview reading and set purpose; Chapters 7-11</p>
Week 3	<p><i>Day 1</i></p> <p>E – “How it Feels to be Colored Me” mini-assignment – how surroundings affect your identity/views</p>	<p><i>Day 2</i></p> <p>e – Socratics (teacher assesses small groups while other students work)</p>	<p><i>Day 3</i></p> <p>e – Socratics (teacher assesses small groups while other students work)</p> <p>E – Preview reading and set purpose; Chapters 12-16</p>
Week 4	<p><i>Day 1</i></p> <p>R – Model/Practice ARL 5</p>		<p><i>Day 2</i></p> <p>e – Quiz</p> <p>R – Class discussion + Movie Clip</p> <p>E – Preview reading and set purpose; Chapters 17-22</p>
Week 5	<p><i>Day 1</i></p> <p>R – Review/Practice Ladder of Inference – Cheerios commercial</p> <p>E – Race and Media mini-assignment</p>	<p><i>Day 2</i></p> <p>e – Socratics (teacher assesses small groups while other students work)</p>	<p><i>Day 3</i></p> <p>e – Socratics (teacher assesses small groups while other students work)</p> <p>E – Preview reading and set purpose; Chapters 23-31</p>

Week 6	<i>Day 1</i> R – Model/Practice ARL 6		<i>Day 2</i> e – Quiz R – Class discussion + Movie Clip
Week 7	<i>Day 1</i> E – “Where I’m From” Poem for chosen character	<i>Day 2</i> E – “Where I’m From” Poem for chosen character	<i>Day 3</i> E – Scottsborough Trial comparison
Week 8	<i>Day 1</i> R – Unit Review (Ladder of Inference, CQE, close reading, etc.)		<i>Day 2</i> E – Final Test

In-class reading options:

Excerpts from “Dreams of My Father”

“How it Feels to be Colored Me”

NPR Report – Race in Advertising

Twins Article

The House We Live In

Obama article about language – dialect, slang and jargon

Excerpts from book on language

Trayvon Martin

Jena Six

Immigration laws in Arizona

“The New Jim Crow”

Reflections for next year:

1. I felt like essential questions weren’t addressed enough – I wanted more time to engage them in issues of race and justice.
2. Analytical Reading Levels were VERY successful – I want to practice them all year long.
3. I need to add in more hook – we jumped into the novel too quickly and students were confused and disengaged.

Things to change?

1. Get rid of close reading. Instead, use Quote IDs on quizzes (rather than MC)
2. Don’t do final test – assess all of those things in quizzes; instead do creative assignments in end. Compare/Contrast “A Time to Kill,” media review, etc.
3. Add in symbolism review and something on types of conflict
4. Incorporate more journals/questions on Essential Questions
5. Have them act out trial scene? Honors option?

<http://edsitement.neh.gov/lesson-plan/harper-lees-kill-mockingbird-profiles-courage#sect-thelesson>

<http://edsitement.neh.gov/lesson-plan/kill-mockingbird-and-scottsboro-boys-trial-profiles-courage#sect-activities>

<http://www.nytimes.com/1994/04/03/books/only-the-accused-were-innocent.html>



Creative. Genius.

The Five Themes of Geography

Designer: Sara Kenzie

Course: 7th grade Geography

Unit Summary: This 3 week unit will explore the themes of geography and allow students to discover that where we live affects how we live. Students will experience a variety of lessons and activities to demonstrate the concepts of place, location, region, movement, and human-environment interaction.

Stage 1: Desired Results	
<p>Established Goals GLE 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment.</p>	
<p>Understandings Students will understand that...</p> <ul style="list-style-type: none"> - Physical geography plays a major role in the development of nations and culture. - Throughout history humans have adapted their lives and environment to improve their own quality of life. - Humans’ adaptations to the environment have produced both positive and negative effects. 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does physical geography affect the success or failure of a nation or culture? 2. Why does where we live affect how we live? 3. How has technology affected our ability to live in the world?
<p>Students will know...</p> <ul style="list-style-type: none"> - Geography is the study of people, places, and environments. - The five themes of geography and their characteristics using the mnemonic “MR. HELP” M – Movement R – Regions HE – Human-Environment Interaction L – Location P – Place - Absolute and Relative Location 	<p>Students will be able to...</p> <ul style="list-style-type: none"> - Identify each theme and its characteristics. - Apply the themes of geography to the study of a specific place. - Describe a region in terms of culture, physical features, trade, and industry. - Explain two significant human-environment interactions.
Stage 2: Assessment Evidence	
<p>Performance Task:</p> <p>Goal: Your task is to apply the 5 themes of geography to the study of a specific place or culture.</p> <p>Role: You are a cultural geographer gathering details on a specific place for a presentation to students in a middle school geography class.</p> <p>Audience: Middle school students.</p> <p>Situation: As a geographer, you will analyze the themes of Movement, Region, Human-Environment Interaction, Location, and Place as they relate to a specific place or culture. Along with discussing characteristics of these 5 themes of geography, you must also identify the ways in which where we live affects how we live, and discuss how technology has affected our ability to live in the world.</p>	<p>Other Evidence:</p> <p>Class participation</p> <p>Quizzes</p> <p>Homework</p> <p>Pictorial Vocabulary</p>

Product: The product will be your written research in outline format and a presentation to the class on your findings.

Standards for Success: You will be evaluated on the accuracy and clarity of your presentation, clear examples and definitions in your outline, and the completion of all aspects of the “situation” section. See rubric for specific criteria and breakdown of scoring.

Stage 3: Learning Plan

Learning Activities:

W – Goals: Read and post “In what ways does geography help us understand our world?” Students will keep an interactive notebook as the unit progresses.

H – Play the song “Help” by The Beatles. Three minute warm-up: Students tell about the geographic conditions of the St. Louis area. Think-Pair-Share: Ways of thinking about Geography

E –

Human-Environment Interaction

-Students will write in their notebooks about a trip they took or would like to take at some point. They will describe what they packed, what activities they did while there, and differences they noticed between their destination and St. Louis.

-Students will share with the class, then create a visual that organizes the destinations with what was needed and the activities they participated in.

-Students will analyze photos of humans interacting with their environment. They will create a T-chart in their notebook to analyze what some of the pros and cons of human activity are in different regions of the world.

-Students will sketch a scene that displays the theme “Human-Environment Interaction” in their notebooks.

Location and Place

- Students will analyze photos to identify what is happening in the picture and record what they see. They will write about what they believe is the human impact on the environment. (Are humans the heroes or villains of the environment?)

-Students will create a visual summary of possible advantages and disadvantages of the human-environment interactions in these different areas.

-Students will make inferences about the place based on what they see in photos.

-Students will use Google Earth to see satellite images of specific locations and identify absolute and relative location. They must also describe human interactions they can see in the satellite pictures.

-Students will create a map that shows how they get from home to school.

-Students will sketch a scene that displays the themes “Location and Place” in their notebooks.

Region and Movement

- Students will work in small groups to discuss the concepts of: differences among perspective, experience, and culture reflect different environments.

- Students will explain the linear, time, and psychological distance of objects or images.

- Students will list differences and similarities of different parts of the school. Listing physical differences,

differences in beliefs/culture, interests, etc. and share with a partner. (Perceptual regions)

- Students will sketch a scene that displays the themes "Movement and Region" in their notebooks.

R –

- Daily Bellwork Review.
- Powerpoint Review
- Review stations.

E –

- Daily Bellwork.
- Formative Quizzes.
- Notebook check.

Appendix B.1 - Confluence Academy Inc. Articles of Incorporation

AMENDED ARTICLES OF INCORPORATION

OF

CONFLUENCE ACADEMY

The undersigned natural person of the age of eighteen (18) years or more for the purpose of forming a corporation under the Nonprofit Corporation Act of Missouri adopts the following Articles of Incorporation:

ARTICLE ONE

The name of the corporation is: Confluence Academy.

ARTICLE TWO

This corporation is a Public Benefit Corporation.

ARTICLE THREE

The period of duration of the corporation shall be perpetual.

ARTICLE FOUR

The street address of the initial registered office in the State of Missouri is 235 E. High Street, Jefferson City, Missouri 65101. The name of the initial registered person at said office is Husch Registered Agent, Inc.

ARTICLE FIVE

The name and address of the incorporator is:

<u>Name</u>	<u>Address</u>
Benjamin Uchitelle	41 Crestwood Drive Clayton, Missouri 63105

ARTICLE SIX

The corporation shall not have members as such, but, in lieu thereof, shall have a self-perpetuating board of directors, in which board there shall be vested all of the power and authority to supervise, control, direct and manage the property, affairs and activities of the corporation. The rights, powers, and privileges of the directors shall be fixed in the Bylaws. The Bylaws of the corporation may, from time to time, be altered, amended, suspended or repealed, or new Bylaws may be adopted or repealed, or new Bylaws may be adopted, by resolution adopted by a majority of the directors present at a meeting at which a quorum is present, so long as not inconsistent with the provisions of these Articles.

The first board of directors shall consist of six (6) persons, who shall be vested with the power and authority to adopt the initial Bylaws of the corporation, and who shall hold office until their successors are duly elected and have commenced their terms of office, all as provided in the Bylaws. The number of members of the board of directors shall be fixed by the Bylaws, as amended from time to time, and at any time after the adoption of the initial Bylaws, the number of directors may be increased or decreased, from time to time, by amendment to the Bylaws. Directors shall be elected or appointed in the manner and for the terms provided in the Bylaws of the corporation.

Upon the issuance of a Certificate of Incorporation for this corporation, the following shall become the initial Board of Directors of the corporation and shall serve until their respective successors are duly elected and qualified:

Brian C. Lanceford
Jeff Smith
Sarah B. Smith
Timothy Tucker
Susan Uchitelle
Sylvester Lauderhill, Jr.

ARTICLE SEVEN

In the event of the dissolution of the corporation or the winding up of its affairs, or other liquidation of its assets, all assets of the corporation remaining after the payment or provision for the payment of the corporation's debts and liabilities, including honoring any covenants with any bondholders, shall be conveyed or distributed only to such organization or organizations created and operated for non-profit purposes similar to those of the corporation as the board of directors may determine, provided that such organization or organizations qualify at that time as an exempt organization or organizations under Section 501(c)(3) and 501(c)(5) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue law). If applicable, the corporation will comply with the provisions of the Missouri Charter School Act, as amended, of the Revised Statutes of Missouri, regarding closure of charter schools and distribution of unobligated assets. In no event shall any of the assets or property be distributed to any director or officer, or any private individual.

ARTICLE EIGHT

The purposes for which the corporation is organized are as follows:

(a) The corporation is organized and shall be operated exclusively for non-profit charitable and educational purposes. The specific purposes for which the corporation is organized are: to organize, create and operate a public Charter School located in the City of St. Louis, Missouri.

(b) The corporation is irrevocably dedicated to, and operated exclusively for, non-profit purposes; no part of the income or assets of the corporation shall be distributed to, nor inure to the benefit of, officers, directors, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. The corporation shall not endorse, promote or further any particular business or commercial activity or product or any individual or business entity. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, nor intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the corporation shall to carry on any activities not permitted to be carried on: (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (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 Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue law).

ARTICLE NINE

The corporation shall have all the powers of a not-for-profit corporation under the Missouri Nonprofit Corporation Act and the following enumeration of powers shall not be construed to limit or be in derogation of such statutory powers; provided, however, that none of the powers of the corporation shall be exercised to carry on activities which are not in themselves in furtherance of the purposes of a corporation exempt from Federal income tax under Section 501(c)(3) and 501(c)(6) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue law).

Without in any way limiting the generality of the foregoing powers, the corporation shall specifically have the following powers, to be exercised only to prosecute and further its non-profit purposes as provided herein:

(a) To purchase, take, receive, lease as lessee, take by gift, devise, bequest, or otherwise acquire, and to own, hold, use and otherwise deal in and with any real or personal property, or any interest therein, situated in or out of the State of Missouri, as may be necessary and proper for carrying on its legitimate affairs;

(b) to receive and take by gift, grant, assignment, transfer, devise or bequest, any real or personal property in trust for such purposes as may be necessary and proper for carrying on its legitimate affairs and to execute and perform all such trusts in accordance with the terms, conditions, limitations, and restrictions thereof;

(c) to sell, convey, mortgage, pledge, lease as lessor, and otherwise dispose of all or any part of its property and assets;

(d) to purchase, take, receive, subscribe for, or otherwise acquire, own, hold, vote, use or employ shares or other interests in or obligations of domestic or foreign corporations, whether for profit or not-for-profit, associations, partnerships, or individuals; and to sell, mortgage, loan, pledge, or otherwise dispose of, such shares, interests or obligations;

(e) to make contracts and incur liabilities which may be appropriate to enable it to accomplish any or all of its purposes; to borrow money for its corporate purposes at such rates of interest as the corporation may determine; to issue its notes, bonds, and other obligations; and to ensure any of its obligations by mortgage, pledge, or deed of trust of all or any of its property, franchises, and income;

(f) to invest its funds, from time to time, in any real or personal property; to lend money for its corporate purposes; and to take and hold real and personal property as security for the payment of funds so invested or loaned.

The corporation shall have the power to do any and all act or acts, thing or things, necessary to or incidental to the accomplishment of the purposes hereinbefore set forth, and generally to do any and all things not herein specifically enumerated which may tend to promote the purposes hereinbefore set forth, provided that such act or thing is permitted to corporations organized under the laws of the State of Missouri by the Missouri Nonprofit Corporation Act, and permitted under the Internal Revenue law of the United States to an organization described in Section 501(c)(3) and 501(c)(6) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue law).

ARTICLE TEN

INDEMNIFICATION

Section 10.1. Liabilities Covered. The corporation

(i) shall indemnify, to the fullest extent permitted by law, any person who was or is a party (other than a party plaintiff suing on his or her own behalf or in the right of the corporation) or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the corporation), by reason of the fact that such person is or was serving or has agreed to become a director or officer of the corporation, or is or was serving or has agreed to serve at the request of the corporation as a director or officer of another corporation, partnership, joint venture, trust or other enterprise, or by reason of any action alleged to have been taken or omitted in such capacity, in the manner set forth by the corporation laws of the State of Missouri, as from time to time in effect, and

(ii) may indemnify, to the fullest extent permitted by law, any person who was or is a party (other than a party plaintiff suing on his or her own behalf or in the right of the corporation) or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the corporation), by reason of the fact that such person is or was serving or has agreed to become an employee or agent of the corporation, or is or was serving or has agreed to serve at the request of the corporation as an employee or agent of another corporation, partnership, joint venture, trust or other enterprise, upon a determination of the Board of Directors of the corporation that such person should be indemnified,

Against expenses, including attorneys' fees, judgments, fines, and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit, or proceeding. Any and all indemnification provided by the corporation 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.

The corporation may also from time to time enter into agreements providing for indemnification of any such person upon a vote of a majority of the disinterested directors of the corporation, to the fullest extent permitted by law.

Section 10.2. Advance Payment of Expenses. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the corporation in advance of the final disposition of the action, suit, or proceeding as authorized by the Board of 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 or she is lawfully entitled to be indemnified by the corporation.

Section 10.3. Insurance. The Board of Directors shall have the power to cause the corporation to 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, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the corporation would have the power to indemnify him or her against such liability under the provisions of these Articles of Incorporation.

Section 10.4. Definitions. For the purpose of this Article of these Articles of Incorporation, references to “corporation”, “director”, “expenses”, “liability”, “official capacity”, “ party”, or “proceeding”, shall be defined in accordance with Section 355.461 of the Missouri Revised Statutes, as amended, and references to “the corporation”, “other enterprise”, “fines”, and “serving at the request of the corporation” shall be defined in accordance with Section 355.476 of the Missouri Revised Statutes, as amended.

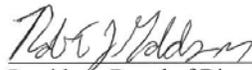
ARTICLE ELEVEN

Any provision contained in these Articles may be altered, amended or repealed, or new provisions may be added, upon receiving the affirmative vote of a majority of the directors of the corporation then in office, unless a greater percentage is required by law; provided, however, that no such alteration, amendment or repeal of any such provision shall affect the disposition of property contributed to the corporation before such alteration, amendment or repeal, and any property contributed to the corporation before any such event shall be used and employed by the corporation only in accordance with the provisions and in furtherance of the purposes of the corporation as set forth in the Articles of Incorporation and Bylaws of the corporation in effect at the time such property was contributed. The corporation shall provide notice of any meeting at which an amendment is to be voted upon, and the notice shall state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment and contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment.

ARTICLE TWELVE

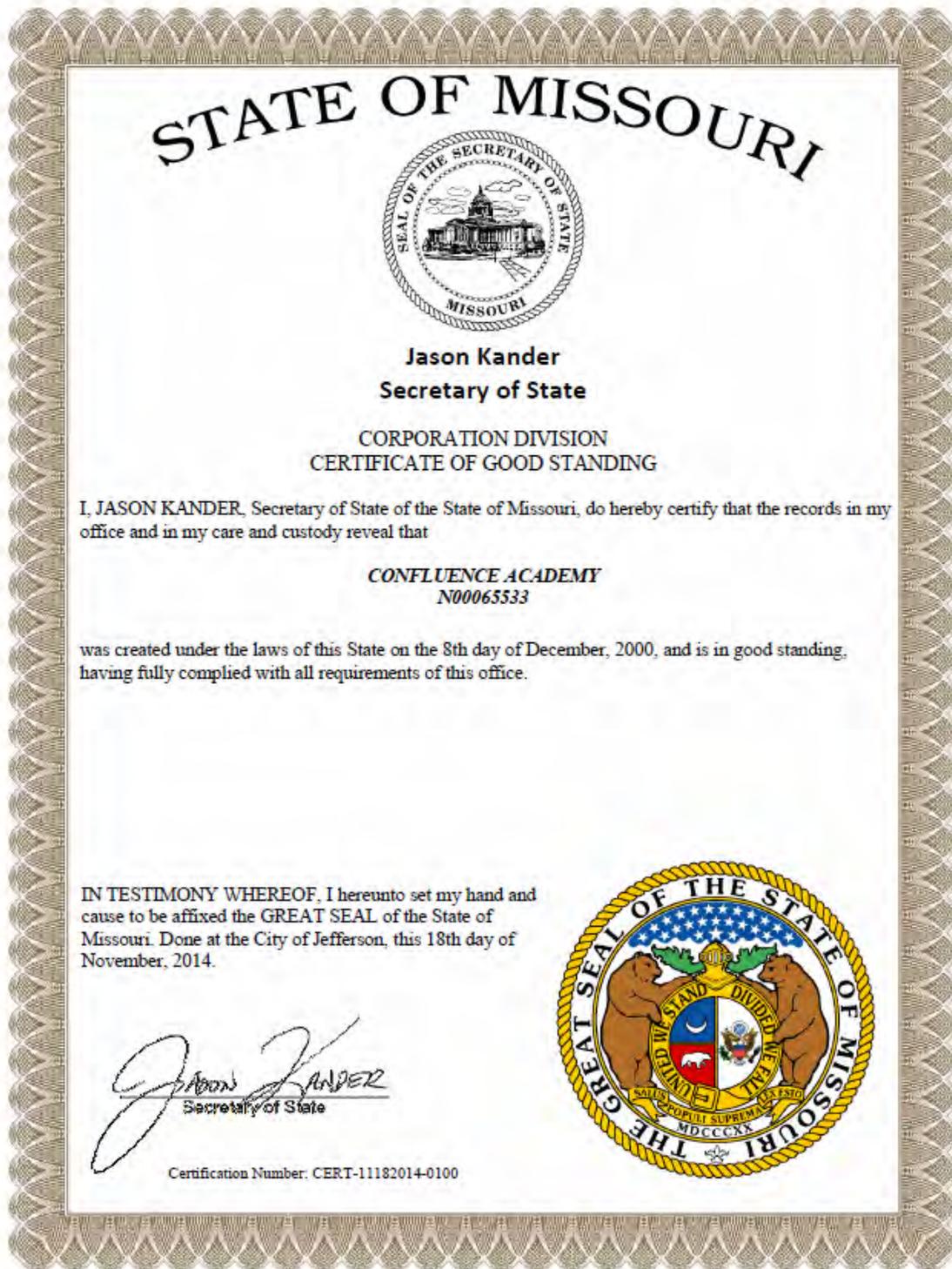
The effective date of this document is that it is filed by the Secretary of State of Missouri.

In affirmation of the facts stated above, these Amended Articles of Incorporation have been executed by the corporation this 27 day of January, 2015.



President, Board of Directors

Appendix B.2 - Missouri Nonprofit Corporation status



STATE OF MISSOURI



Jason Kander
Secretary of State

CORPORATION DIVISION
CERTIFICATE OF GOOD STANDING

I, JASON KANDER, Secretary of State of the State of Missouri, do hereby certify that the records in my office and in my care and custody reveal that

CONFLUENCE ACADEMY
N00065533

was created under the laws of this State on the 8th day of December, 2000, and is in good standing, having fully complied with all requirements of this office.

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 18th day of November, 2014.


Secretary of State



Certification Number: CERT-11182014-0100

Appendix B.3 - Organization By-Laws

BYLAWS

OF

CONFLUENCE ACADEMY

ARTICLE I. OFFICES

SECTION 1.1. PRINCIPAL OFFICE. The principal office of the corporation shall be located at 3017 N. 13th Street, St. Louis, MO 63107. The corporation may have such other offices as the Board of Directors (the "Board") may determine or as the affairs of the corporation may require from time to time.

SECTION 1.2. REGISTERED OFFICE. The corporation shall have and continuously maintain in the State of Missouri a registered office, and a registered agent whose office is identical with such registered office, as required by the Missouri Nonprofit Corporation Act ("the Act"). The registered office may be, but need not be, identical with the principal office and may be changed from time to time by the Board.

ARTICLE II. PURPOSES

The purposes of the corporation shall be those nonprofit purposes stated in its Articles of Incorporation (the "Articles"), as amended from time to time.

ARTICLE III. DIRECTORS IN LIEU OF MEMBERS

The corporation shall not have members as such, but, in lieu thereof, shall have a self-perpetuating Board of Directors.

ARTICLE IV. BOARD OF DIRECTORS

SECTION 4.1. POWERS. The property and affairs of the corporation shall be managed by the Board. The Board shall have and is vested with all powers and authorities, except as may be expressly limited by law, the Articles or these Bylaws, to supervise, control, direct and manage the property, affairs and activities of the corporation, to determine the policies of the corporation, to do or cause to be done any and all lawful things for and on behalf of the corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that:

(a) The Board shall not authorize or permit the corporation to engage in any activity not permitted to be transacted by the Articles or by a corporation organized under the Act;

(b) None of the powers of the corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of the corporation; and

(c) All income and the property of the corporation shall be applied exclusively for its nonprofit purposes. No part of the net earnings or other assets of the corporation shall inure

to the benefit of any Director, officer, contributor or any other private individual having, directly or indirectly, a personal or private interest in the activities of the corporation.

SECTION 4.2. NUMBER. The number of Directors shall be such number greater than two as specified by resolution of the Board from time to time. A decrease in the number of Directors does not shorten an incumbent's term.

SECTION 4.3. ELECTION AND TERM OF OFFICE. All Directors shall be elected by the Board at the annual meeting of the Board. A Director shall serve until the next annual meeting and until his or her successor shall have been elected. A Director may be elected to succeed himself or herself.

SECTION 4.4. VACANCIES. Any vacancy occurring in the Board and any directorship to be filled by reason of an increase in the number of Directors shall be filled by a vote of the Directors. A Director appointed to fill a vacancy shall serve until the next annual meeting of the Board and until his or her successor shall be duly elected and commences his or her term of office.

SECTION 4.5. COMPENSATION. Directors as such shall not receive any stated salaries or other compensation for their services as such or for services to the corporation in any other capacity. A Director may be reimbursed for his or her actual expenses reasonably incurred in attending meetings and in rendering services to the corporation in the administration of its affairs.

SECTION 4.6. RESIGNATION AND REMOVAL. Any Director may resign from the Board; such resignation shall be in writing, shall be delivered to its Chairman or other officer, and shall be effective as such resignation shall provide. A Director may be removed only by the vote of two-thirds (2/3) of the Directors.

SECTION V. MEETINGS OF BOARD OF DIRECTORS

SECTION 5.1. REGULAR MEETINGS, ANNUAL MEETING. The Board shall meet regularly whenever and wherever it shall specify by resolution. The meeting in June will be considered to be the Annual Meeting unless otherwise specified by the Board. Any meeting which is not a regular meeting or the annual meeting is a special meeting.

Section 5.2. SPECIAL MEETINGS. Special meetings of the Board may be called by or at the request of the Chairman or at any three Directors. The person(s) calling the meeting may fix any place, either within or without the State of Missouri, the day and time for holding such special meeting.

Section 5.3. NOTICE. Notice of the date, time, place and purpose of any special meeting shall be given to each Director at least two days prior to the meeting. The notice may be oral or written. Oral notice is effective when communicated if communicated in a comprehensible manner. Written notice, if in a comprehensible form, is effective at the earliest of the following: (i) when received; (ii) five (5) days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first-class postage

affixed; (iii) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or (iv) thirty (30) days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified postage affixed. Any Director may waive notice of any meeting. Except as provided herein in the next sentence, such waiver shall be in writing. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting has not been properly called or convened. Notice to the public shall be given as required by R.S.Mo. 610.020.

SECTION 5.4. QUORUM. The presence of the greater of (i) one-third of the Directors, or (ii) two Directors, shall be requisite for and shall constitute a quorum for the transaction of business at all meetings of the Board. The act of a majority of the Directors present at a meeting at which a quorum is present shall be valid as the act of the Board, except in those specific instances in which a greater number may be required by the Articles or these Bylaws.

SECTION 5.5. ADJOURNMENT. If a quorum shall not be present at any such meeting, the Directors present shall have the power, successively, to adjourn the meeting, without notice other than announcement at such meeting, to a specified date. At any such adjourned meeting at which a quorum shall be present any business may be transacted which could have been transacted at the original meeting.

SECTION 5.6. VOTING: Each Director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for vote of the Directors.

SECTION 5.7. MEETINGS BY CONFERENCE TELEPHONE. Unless otherwise provided in the Articles, members of the Board, or of any committee designated by the Board, may participate in a meeting of the Board or committee by means of conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in the meeting in this manner shall constitute presence in person at the meeting.

SECTION 5.8. ACTIONS WITHOUT MEETINGS. Any action which may or must be taken at a meeting of the Board or of the Executive Committee or any other committee of the Directors, may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all of the members of the Board or of the committee, as the case may be. The consents shall have the same force and effect as a unanimous vote at a meeting duly held. The secretary shall file the consents with the minutes of the meetings of the Board or of the committee, as the case may be. Written electronic consents, to be effective, must show the actual signature of the person consenting, and except for signatures all consents in respect to a particular action must be identical.

SECTION 5.9. OPEN MEETINGS LAW. The provisions of §§610.010 through 610.029 shall apply to meetings of the Board.

ARTICLE VI. COMMITTEES

SECTION 6.1. EXECUTIVE COMMITTEE. The Board may create and designate an Executive Committee. The Executive Committee, to the extent provided in a resolution of the Board shall have and exercise the authority of the Board in the management of the corporation; provided, however, that such committee shall have no power or authority to amend, alter or repeal the Articles or Bylaws; elect, appoint or remove any member of any such committee or any Director or officer of the corporation; adopt a plan of merger or of consolidation; authorize the sale, lease, pledge, exchange or mortgage of all or substantially all of the property and assets of the corporation or revoke proceedings therefor; adopt a plan for the distribution of the assets of the corporation; or amend, alter or repeal any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by such committee. The existence of an Executive Committee shall not relieve the Board, or any individual Director, of any responsibility imposed upon it, him or her by law. All the members of the Executive Committee shall be members of the Board.

SECTION 6.2. OTHER COMMITTEES. Other committees may be created, and the members thereof may be approved, by the Board. Any member thereof may be removed by the Board whenever in its judgment the best interests of the corporation shall be served by such removal.

SECTION 6.3. TERM OF OFFICE. Each member of a committee shall continue as such until the next annual meeting of the Board and until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or shall cease to qualify as a member thereof.

SECTION 6.4. CHAIRMAN. One member of each committee shall be appointed chairman of that committee by the Board.

SECTION 6.5. VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

SECTION 6.6. QUORUM. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

SECTION 6.7. RULES. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board.

SECTION 6.8. DIRECTORS ON COMMITTEES. Each committee shall have at least two Directors as members thereof.

ARTICLE VII. OFFICERS

SECTION 7.1. OFFICERS. The officers of the corporation shall be a Chairman, a Vice Chairman, a Secretary, and a Treasurer (all of whom must be Directors). The Board may appoint such other officers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary.

SECTION 7.2. ELECTION AND TERM OF OFFICE. The officers of the corporation shall normally be elected by the Board at its annual meeting.

SECTION 7.3. REMOVAL AND RESIGNATION. Any officer of the corporation may be removed by the Board at any time with or without cause. An officer may resign at any time by delivering notice thereof to the corporation.

SECTION 7.4. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

SECTION 7.5. CHAIRMAN. The Chairman shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. The Chairman shall preside at all meetings of the Board. The Chairman may sign, with the Secretary or any other proper officer of the corporation authorized by the Board, any deeds, mortgages bonds, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board, these Bylaws or by statute to some other officer; and in general the Chairman shall perform all duties incident to the office of Chairman and such other duties as may be prescribed by the Board from time to time.

SECTION 7.6. VICE-CHAIRMAN. In the absence of the Chairman or in the event of the Chairman's inability to act, the Vice-Chairman shall perform the duties of the Chairman, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chairman. The Vice-Chairman shall perform such other duties as from time to time may be assigned to him or her by the Chairman or by the Board.

SECTION 7.7. TREASURER. If required by the Board, the Treasurer shall give a bond for the faithful discharge of the Treasurer's duties in such sum and with such surety as the Board shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever; deposit all such moneys in the name of the corporation in such banks, trust companies and other depositories as shall have been selected by the Board; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the Chairman or, by the Board. The Treasurer shall have no authority to invest the funds of the corporation.

SECTION 7.8. SECRETARY. The Secretary shall prepare and keep the minutes of the meetings of the Board in one or more books provided for that purpose; authenticate the records of the corporation as necessary; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation, if any; see that the seal of the corporation is affixed to all documents whenever necessary; keep a register of the address of each Director; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chairman or by the Board.

ARTICLE VIII. FINANCIAL MATTERS

SECTION 8.1. CONTRACTS. The Board may authorize any officer of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

SECTION 8.2. CHECK, DRAFTS, ETC. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer and countersigned by the Chairman or Vice-Chairman.

SECTION 8.3. DEPOSITS. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board may select.

SECTION 8.4. GIFTS. The Board may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

SECTION 8.5. PROHIBITED LOANS. The corporation shall not lend money, to, or guarantee the obligations of, any officer or Director.

SECTION 8.6. BUDGET. An annual budget shall be prepared at the direction of the Treasurer for approval by the Board at its annual meeting.

SECTION 8.7. FISCAL YEAR. The fiscal year of the corporation shall be determined by the Board. The Board shall have the power to change the fiscal year from time to time.

ARTICLE IX. BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board, and shall keep at the registered and principal office a record giving the names and addresses of the Directors.

ARTICLE X. WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Act or under the provisions of these Bylaws, a waiver thereof whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI. INDEMNIFICATION

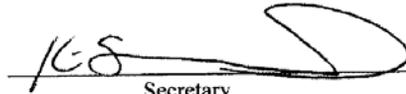
The corporation shall provide indemnification to such persons and on such terms as provided in the Article.

ARTICLE XII. AMENDMENTS

The Board shall have the power to make, alter, amend and repeal these Bylaws and to adopt new Bylaws. The Corporation shall keep, at its principal office, a copy of the Bylaws as amended, which shall be open to inspection by any member of the Board, at all reasonable times during business hours.

CERTIFICATE

The foregoing Bylaws were duly adopted as and for the Bylaws of Confluence Academy by the unanimous consent of the on January 9, 2007.


Secretary
Kia Swan Moore

FIRST AMENDMENT

TO THE

BYLAWS

OF

CONFLUENCE ACADEMY

(As Last Adopted January 9, 2007)

This First Amendment to the Bylaws of Confluence Academy (the "Bylaws") is entered into and effective as of October 22, 2013:

WHEREAS, a meeting was duly called by the Board of Directors for the purpose of amending the Bylaws of Confluence Academy and in particular to include term limits for Directors and increase the number of Directors to constitute a quorum; and

WHEREAS, there being a quorum of Directors present at the duly called meeting, the following amendment to the Bylaws was unanimously adopted by the Directors:

1. A new Section 4.7 of the Bylaws shall read as follows:

SECTION 4.7 TERM. Each Director shall serve a term of three (3) years from the date of his or her election, and to the extent practicable, taking into account increases or decreases in the number of Directors constituting the Board of Directors, one-third of the Board of Directors shall be elected each year at the annual meeting of Directors. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than two (2) consecutive three-year terms. Fulfilling an incomplete term is not considered part of the term limit.

2. Section 5.4 of the Bylaws shall be deleted in its entirety, and Section 5.4 of the Bylaws, as amended, shall read as follows:

SECTION 5.4 QUORUM. A majority of the Directors then in office shall be requisite for and shall constitute a quorum for the transaction of business at all meetings of the Board. The act of a majority of the Directors present at a meeting at which a quorum is present shall be valid as the act of the Board, except in those specific instances in which a different number may be required by the Articles or these Bylaws.

3. In all other respects, the terms of the Bylaws shall remain unchanged and in full force and effect.

4. Directors whose terms exceed the term limit above shall end their term at the close of the 2014 annual meeting of Directors.

CERTIFICATE

The foregoing First Amendment to the Bylaws was adopted by the unanimous consent of the Directors on October 22, 2013.


Therman Brooks, Secretary

SECOND AMENDMENT
TO THE
BYLAWS
OF
CONFLUENCE ACADEMY

The Second Amendment to the Bylaws of Confluence Academy (the "Bylaws") is entered into and effective as of January 27, 2015.

WHEREAS, a meeting was duly called by the Board of Directors for the purpose of amending the Bylaws of Confluence Academy,

WHEREAS, there being a quorum of Directors present at the duly called meeting, the following amendment to the Bylaws was unanimously adopted by the Directors:

1. Section 5.3 of the Bylaws shall be deleted in its entirety and Section 5.3 of the Bylaws, as amended, shall read as follows:

SECTION 5.3. NOTICE. Notice of Board meetings shall comply with the laws governing meetings of governmental bodies as set forth in Section 610.010, *et seq.*, as amended, of the Missouri Revised Statutes ("the Sunshine Act"). Notice of the date, time, place and purpose (tentative agenda) of any meeting shall be given to each Director at least twenty-four hours prior to the meeting, unless for good cause it is impossible or impractical to provide such notice. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting has not been properly called or convened.

2. Section 5.6 of the Bylaws shall be deleted in its entirety and Section 5.6 of the Bylaws, as amended, shall read as follows:

SECTION 5.6. VOTING. Voting by Directors shall be conducted in accordance with the applicable provisions of Section 610.010, *et seq.*, as amended, of the Missouri Revised Statutes ("the Sunshine Act"). Each Director who is entitled to cast a vote in accordance with Section 610.010, *et seq.*, as amended, of the Missouri Revised Statutes, shall be entitled to cast one vote on each matter.

3. A new Section 6.9 of the Bylaws shall read as follows:

SECTION 6.9. OPEN MEETINGS LAW. Meetings of committees of the Board shall be conducted in accordance with the applicable provisions of Section 610.010., et seq., as amended, of the Missouri Revised Statutes (“the Sunshine Act”).

4. Section 8.7 of the Bylaws shall be deleted in its entirety and Section 8.7 of the Bylaws, as amended, shall read as follows:

SECTION 8.7. FISCAL YEAR. The fiscal year of the corporation shall be July 1 to June 30.

5. In all other respects, the terms of the Bylaws shall remain unchanged and in full force and effect.

CERTIFICATE

The foregoing Second Amendment to the Bylaws was adopted by the unanimous consent of the Directors on January 27, 2015.



Secretary, Board of Directors

Appendix B.4 - Board Policies related to Board Organization

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0311

Board Organization

Statement of Practices

Attendance

Members shall attend all regularly scheduled Board meetings insofar as possible. Any member failing to attend the meeting of the Board for three (3) consecutive regular meetings, unless excused by a majority of the Board for reasons satisfactory to the Board, shall be deemed to have vacated the seat; and the Executive Assistant to the Board shall certify that fact to the Board. Abandonment is defined as being absent for three consecutive meetings without notifying the Executive Assistant to the Board in advance. The vacancy shall be filled as other vacancies occurring in the Board.

Knowledge

Members bring a variety of experiences to their Board positions. Members shall come to Board meetings informed concerning the issues to be considered.

Abstentions

Members shall avoid abstaining except when required by statute or Board policy. The members of the Board have been elected to make difficult decisions on behalf of the students, parents, patrons and employees of Confluence. The concept of trusteeship requires each member to review the issues under the Board's consideration and to take a stand regarding those issues. A member who has conformed to the above-described tenets of knowledge, open discussion, independent judgment, and independent and civility should be prepared to cast a vote on each of the issues before that member.

Cooperation/Delegation

Members shall work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Chief Operating Officer and the Director of Academic and Human Resources. Members shall not attempt to by-pass, undermine, or usurp the Chief Operating Officer's or Director of Academic and Human Resources' authority and responsibility for the daily operation of the schools.

Date Approved: May 2012 Date Revised: July 2013

Conflict of Interest (Refer to Policy and Regulation 0342 – Nepotism, Conflict of Interest and Financial Disclosure)

Members shall avoid being placed in a position of conflict of interest, and shall not use the Board position for personal or partisan gain. Members shall conduct themselves in accordance with the conflict of interest policy and disclosure requirements prescribed by statute and Board policy.

Training

Members of the Board have received training related to their responsibilities.

Accessibility

Members are accessible to Confluence and reside within a reasonable distance from Confluence.

Confidentiality

Members shall not disclose confidential information. Information is confidential if it is (a) communicated during executive session; or (b) otherwise communicated with a mutual understanding of confidentiality.

Acceptance of Gifts

Members shall not solicit or accept gifts, payments, or anything greater than a nominal value item or holiday gifts of nominal value from any person, organization, group, or entity doing business or desiring to do business with Confluence.

Contact with Vendors

Members, if contacted by a vendor requesting information about Confluence's bidding procedures, whether of a general nature or with regard to specific goods or services to be bid, shall provide the vendor with the name and business telephone number of the administrator responsible for purchasing such goods or services. The member shall request that the vendor contact the relevant administrator and direct all questions and concerns to that administrator.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Chief Operating Officer and the Director of Academic and Human Resources will employ such media as are appropriate to keep the staff

fully informed of the Board's concerns and actions.

Date Approved: May 2012 Date Revised: July 2013

Policy 0311

Page 3

Visits to Schools

Individual Board members who, in their parental capacity, wish to visit the school or classroom(s) of their child(ren) will follow the regular procedures for visitors. Official visits by Board members will be conducted only with the full knowledge of the Chief Operating Officer or Director of Academic and Human Resources so far as possible. Members of the Board are encouraged to visit each school site at least one time during the school year. The guidelines for official visits by Board members are as follows:

- Notify the COO or AHR in advance of the visit.
- Report to the principal's office upon arrival to inform the principal of the purpose of your visit.
- When visiting the school, the Board member is encouraged to observe inside the classroom but do so without interrupting instruction.
- If a staff member, student or parent approaches you with a school-related concern, be sure to inform them of the proper chain of command for reporting concerns.
- Following each visit, the Board member should complete a "Board Member Comment Form" and submit it to the Director of Academic and Human Resources. If/should the Board member observe anything of concern while on the visit, use the "Board Member Comment Form" to report the matter directly to the Director of Academic and Human Resources with a request that the concern be addressed with the Principal for the purpose of remediating the concern in an appropriate and professional manner.

Educational Welfare

Members shall remember always that the first and greatest concern must be the educational welfare of the students attending Confluence.

Background Checks

Members shall obtain a background check prior to beginning service on Confluence's board. Copies of such background checks will be available to the public at Confluence's administrative offices.

Site Visits

University of Missouri - Columbia will visit the Confluence at least every other year to observe and assess the educational performance. Saint Louis University will conduct an annual on-site visit. In addition, University of Missouri - Columbia and Saint Louis University will conduct

such on-site visits whenever the operation or management of Confluence is changed. University of Missouri - Columbia and Saint Louis University representatives will be placed on the agenda of a Board meeting to review the results of the on-site visit.

Communication with Sponsors(s)

The Board has delegated the responsibility of communicating with the Sponsor(s) to the Director of Academic and Human Resources. Other staff members, such as principals, shall follow the chain of command and shall not initiate contact with the sponsor unless/until authorized to do so by the AHR.

Date Approved: May 2012 Date Revised: January 2015

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0320

Board Organization

Selection of Board Members

Members of the Confluence Charter Schools Board shall be citizens of the United States and shall be at least 24 years of age. A Board member is a “public servant” under the Missouri Criminal Code provisions regarding bribery, acceding to corruption, official misconduct and misuse of official information.

No person may be a candidate for a position on the Board if such person is registered as a sex offender, or is required to be registered as a sex offender under state law. Any Board member who is likewise required to register, or who is registered as a sex offender under state law will immediately be requested by the Board to resign from the Board. Should such Board member refuse to resign, the member will be ineligible to serve as a Board member at the end of his/her term.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0321

(Regulation 0321)

School Organization

School Officers

The Board will meet annually in June to elect a chair, vice-chair, a secretary, and a treasurer. The chair shall not serve more than three (3) consecutive terms.

Date Approved: May 2012

Date Revised: May 2013; Nov 2013

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0321

School Board Organization

Board Officers

Chairperson

It shall be the duty of the Chairperson to:

1. Preside when present at all Board meetings.
2. Appoint special committees of the Board.
3. Sign all warrants ordered drawn by the Board.
4. Sign all contracts or documents as appropriate by virtue of approval of the Board or by virtue of holder of the office of Chairperson.
5. Call special meetings of the Board when in the Chairperson's judgment meetings are necessary.
6. Perform any other duties authorized by the Board or by State law.

Vice-Chair

It shall be the duty of the Vice-Chair to perform all the duties of the Chair in case of the absence or disability of the Chair.

Secretary

It shall be the duty of the Secretary/Designee to:

1. Keep a complete, accurate and regular record of all proceedings of all regular and special meetings of the Board.
2. Post all notices required by law when duly ordered by the Board.

3. Make and file all reports as required by law.
4. Be present at all regular and special meetings of the Board.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0322

School Board Organization

Term Limits

Each Director shall serve a term of three (3) years from the date of his or her election, and to the extent practicable, taking into account increases or decreases in the number of Directors constituting the Board of Directors, one-third of the Board of Directors shall be elected each year at the annual meeting of the Directors. Directors shall take office immediately following the close of the annual meeting at which they are elected. No Director shall serve more than two (2) consecutive three-year terms. Fulfilling an incomplete term is not considered part of the term limit.

Number of Directors

The number of Directors to constitute the Board of Directors shall be between seven (7) and eleven(11) Directors with the intent of maintaining an odd number of Directors to avoid ties when casting votes.

Date Approved: Nov 2013 Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0323

School Board Organization

Resignation

Any Board member who wishes to resign from office shall inform the Executive Assistant to the Board in writing. The Executive Assistant to the Board shall certify to the Board that the office is vacant. The Board will then appoint a replacement to serve.

Date Approved: May 2012

Date Revised: October 2012

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0324

School Board Organization

Filling Board Vacancies

Whenever a vacancy occurs on the Board, the remaining members of the Board will, by majority vote, select an individual to fill the vacant position until the next annual election.

In filling the vacancy the Board will inform the community and solicit applications. In addition, the Board may affirmatively solicit qualified community members to apply for the vacant position. The Board, or a committee designated by the Board, will screen the applicants and will select no more than three applicants for Board interview. Candidate interviews and the vote taken to fill the vacancy will occur in an open session meeting of the Board.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0330

School Board Organization

Oath of Office

At the next regularly scheduled Board meeting after their election, the newly elected members of the Board shall take the oath of office:

OATH OF OFFICE

I, _____, do solemnly swear that I am
Board Member

at least twenty-four (24) years of age, that I am a citizen of the United States, that I will support the Constitutions of the United States and of the State of Missouri, and that I will abide by and uphold the Confluence Charter Schools' Board Member Code of Ethics, and will faithfully demean myself in office.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0340

Confluence Board Organization

Code of Ethics

The purpose of the Board is:

1. To govern and control the affairs of Confluence Charter Schools as provided by law and Board policy.
2. To discover and interpret the educational needs, attitudes and interests throughout Confluence Charter Schools as a guide to developing and setting priorities for an educational program.
3. To exercise judgment in reviewing, considering and voting on system wide policies affecting the operation of Confluence Charter Schools.
4. To oversee the management and fiscal control of Confluence Charter Schools as provided by law and to review, evaluate and judge the effectiveness of the educational program.

The roles of members of the Board are:

1. To recognize that it is the responsibility of the Board to see that Confluence is properly administered, not to administer them.

2. To hold the Chief Operating Officer and Director of Academic and Human Resources responsible for the implementation of Board policies and the administration of Confluence Charter Schools.
3. To give the Chief Operating Officer and Director of Academic and Human Resources authority commensurate with their responsibility.
4. To vote on Board matters only after considering the recommendation of the Chief Operating Officer/Director of Academic and Human Resources and any interested citizens.
5. To maintain a working rapport with other members of the Board and the Chief Operating Officer/Director of Academic and Human Resources.
6. To respect and encourage the right of others to hold and express opinions.
7. To support the Board once a legal decision has been made by a majority vote.
8. To avoid inappropriate or disparaging remarks, in or out of Board meetings, about other Board members or their opinions.
9. To recognize that authority rests with the Board in legal session and no individual Board member has legal authority to request action from the staff.
10. To avoid any comments which may be interpreted as undermining the administration of Confluence.
11. To assure that all committees, when appointed, have a well-defined objective and that there is understanding that the committee serves in an advisory capacity.

In addition, members of the Board will:

1. Work through the Chief Operating Officer/Director of Academic and Human Resources and their staff.
2. Support the Chief Operating Officer's/Director of Academic and Human Resources' efforts to appoint the most qualified persons as employees of Confluence.
3. Reinforce the efforts of the Chief Operating Officer/Director of Academic and Human Resources and the staff so that they may perform their assigned responsibilities in the most effective manner.
4. Provide the Chief Operating Officer/Director of Academic and Human Resources

counsel as requested or required.

5. Make every effort to keep all citizens informed about the quality and condition of public education in the Confluence Charter School system.
6. Initiate and implement all efforts to secure adequate financial support for Confluence.
7. Assure that all transactions of Confluence are ethical, open and aboveboard.

Date Approved: May 2012

Date Revised: July 2013

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0342
(Form 0342)

School Board Organization

Conflict of Interest

Section 1: Purpose

Confluence Academy (“Corporation”) is a non-profit corporation whose purpose is to organize and operate charter schools within the City of Saint Louis, Missouri. The Board of Directors, officers, faculty and staff owe the Corporation an undivided duty of loyalty and fidelity. They shall not use their positions with the Corporation or any knowledge gained there from for their personal benefit.

Section 2: Applicability

This policy applies to Directors and Officers of the Corporation as well as to the faculty and staff (‘employees’) of the Corporation, and all employees of the management company, who have access to proprietary information concerning the Corporation.

Section 3: Prohibitions

The following are prohibited –

- No Officers or Directors shall, directly or indirectly, receive any compensation from the Corporation. This shall not prevent the reimbursement of cash outlays expended by an Officer or Director in the performance of duties for the Corporation, provided that the Board of Directors authorizes such expenditure in advance.
- No Officer, Director, or employee shall solicit or accept any gift or loan from any third party dealing with or proposing to deal with the Corporation.
- No Officer, Director or employee shall use or disclose any information obtained in the course of his or her official capacity for the financial benefit of such a person or any

affiliated person (which shall include, but not be limited to, spouse, domestic partner, parent, child or sibling).

- No Officer or Director shall hold any office or employment from the Board or Corporation while serving as a member of the Board, nor shall any member have a substantial interest, as defined in Section 105.450 R.S.Mo., in any entity employed by or contracting with the Board. No board member shall be an employee of a company that provides substantial services to the corporation.

Section 4: Areas In Which Conflicts May Arise

Conflict of interest may arise in the relations of Directors, Officers, or employees or their affiliated persons with any of the following third parties -

- Firms supplying, or proposing to supply, merchandise, equipment or services to the Corporation.
- Firms with whom the Corporation considers dealing or is dealing in connection with the purchase or lease of real property, equipment or other personal property or any construction projects for the Corporation.

Section 5: Nature of Conflict of Interest

A conflicting interest is defined as an interest, direct or indirect, in any firm identified in Section 4. Such an interest may arise through;

- An ownership or investment interest, (excluding any such interest in any publicly traded corporation or other entity or in any institution lender), in any third party dealing with the Corporation.
- Holding office, serving on the board, participating in management, or being otherwise employed with any third parties dealing with Corporation.
- Receiving compensation from any third party dealing with the Corporation.

It is recognized that the Corporation may enter into an agreement or agreements with third parties, which require such third parties to provide insurance covering the Officers, Directors or employees of its Corporation or to provide payment of the salaries and benefits of the Corporation's employees. The circumstances and conditions listed in Section 4 and 5 are not exhaustive. Conflicts may arise in other circumstances. Directors, Officers and employees are expected to be sensitive to any areas and relationships which could generate a conflict on their part.

Section 6: Duty to Disclose

A Director, Officer or employee shall disclose to the Board of Directors the existence of any actual or possible conflict of interest and shall provide to the Board all material facts. Such disclosure shall be made as soon as the Director, Officers or employee becomes aware of actual or possible conflict of interest.

Section 7. Determining Whether a Conflict of Interest Exists

The Director, Officer or employee shall, at the request of the Board, appear before it to provide the Board with such additional information as the Board requires for a discussion of and vote on the determination as to whether a conflict of interest exists.

Section 8: Procedures For Addressing the Conflict of Interest

If the Board determines that a conflict of interest exists, the following procedures shall apply-

- The Director, Officer or employee shall at the request of the Board, appear before it to provide the Board with such additional information as the Board may request, but shall not be present during the discussion of, or vote on, any action to be taken by the Board in connection with an existing or proposed contract, arrangement or other transaction that involves the conflict of interest.
- The Board shall exercise due diligence in determining whether a contract, transaction or arrangement with an entity can be obtained that would give rise to a conflict of interest.

Section 9: Violation of Conflict of Interest Policy

- If the Board has reasonable cause to believe that a Director, Officer or employee has failed to disclose an actual or possible conflict of interest, it shall inform such a person of the basis for such belief and afford such a person an opportunity to explain the failure to disclose.
If, after receiving the response of the person and making such further investigation as may be warranted in the circumstances, the Board determines that such person has in fact failed to disclose an actual or possible conflict of interest, it shall take such action as it deems reasonable and appropriate.

Section 10: Annual Statement

Each Director, Officer and employee shall sign a statement by the time of the annual June meeting which affirms that such person -

- has received a copy of the conflict of interest policy.
- has read and understands the policy; and has agreed to comply with the policy.
- will disclose to the Board, as soon as such person becomes aware of any circumstances which may involve an actual or possible conflict of interest, all material facts.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0342
(Form 0342)

School Board Organization

Nepotism, Conflict of Interest and Financial Disclosure

Contractual and Business Relationships

No Board member or School employee may:

1. Perform a service, sell, rent or lease any property to the School for consideration of in excess of five hundred dollars (\$500.00) value per transaction or five thousand dollars (\$5,000.00) value per annum to him/her, or to their spouse, to a dependent child in his/her custody, or to a business with which member or employee is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and, in the case of personal property, competitive bidding, provided that the bid or offer accepted is the lowest received.
2. Attempt, for any compensation other than the compensation provided for the performance of his/her official duties, to influence the decision of the Board or the School on any matter.

Business Entities

No partnership, joint venture, or corporation in which any Board member is a partner having the lesser of a ten percent (10%) interest or a ten thousand dollar (\$10,000) value partnership interest, or a co-participant or owner of outstanding shares of any class of stock with a fair market value equal to the lesser of ten percent (10%) of the outstanding shares or \$10,000, shall:

1. Perform any service for the School for any consideration in excess of five hundred dollars (\$500) per transaction, or five thousand dollars (\$5,000) per annum, unless the transaction is made pursuant to an award on a contract let after public notice and competitive bidding, provided that the bid or offer accepted is the lowest received.
2. Sell, rent or lease any property to the School where the consideration is in excess of five hundred dollars (\$500) per transaction, or five thousand dollars (\$5,000) per annum, unless the transaction is made pursuant to an award on a contract let or sale made after public notice and in the case of property other than real property, competitive bidding, provided that the bid or offer accepted is the lowest received.

Use of Confidential Information

A Board member shall not use or disclose confidential information obtained in his/her official capacity in any manner with the intent to cause financial gain for himself/herself, any other person, or any business. This also precludes the use of mailing lists or the school mail for any communication other than that directly related to school matters. The term Confidential Information shall mean all information whether transmitted orally or in writing which is of such a nature that it is not, at that time, a matter of public record or public knowledge.

Acceptance of Gifts

A Board member shall not solicit or accept gifts, payments, or anything greater than a nominal value item or holiday gifts of nominal value from any person, organization, group or entity doing business or desiring to do business with the School.

Contact Between Vendors and Board Members

A Board member, if contacted by a vendor requesting information about the School's bidding procedures, whether of a general nature or with regard to a specific goods or service to be bid, shall provide the vendor with the name and business telephone number of the School's Chief Operating Officer. The Board member shall request that the vendor contact the Chief Operating Officer and direct all questions concerns to him/her.

Post Service/Employment

Neither a Board member, nor a School employee serving in an administrative capacity, may perform any service for consideration during one year after termination of his or her employment or office, by which performance he or she attempts to influence a decision of the Board of Education.

Financial Interest Statement

All Board members will disclose to the public all potential Board member and employee conflicts of interest including:

1. Transactions in excess of five hundred dollars (\$500) per calendar year between a Board member, Human Resource Director, Chief Operating Officer, Principal, chief purchasing officer, or general counsel employed full time, and any person related within first degree consanguinity (see Form 0342) to such persons and the School, excluding compensation received as an employee or payment of any tax, fee or penalty due to the School. Disclosure will include the dates and identities of the parties in the transaction.
2. Transactions between any business entity in which such individuals have a substantial interest¹ with a total in excess of five hundred dollars (\$500), and the School, excluding any payment of tax, fee or penalty due to the School or payment for providing utility service to the School. Disclosure will include the dates and identities of the parties in the transactions.

¹ "Substantial Interest" is defined as ownership by the individual, his/her spouse, or dependent children, either singularly or collectively, of ten percent (10%) or more of any business entity, or an interest having a value of ten thousand dollars (\$10,000) or more, or receipt of a salary, gratuity or other compensation of five thousand dollars (\$5,000) or more from any individual, partnership, organization or association within any calendar year.

The Human Resources Director, Chief Operating Officer, Principal and chief purchasing officer will make written disclosure of the following:

1. The name and address of each employer who provided income of one thousand dollars (\$1,000) or more to the Human Resources Director, Chief Operating Officer, Principal or chief purchasing officer.
2. The name and address of each sole proprietorship which the individual owned; the name, address and general nature of business conducted by each general partnership or joint venture in which he/she was a partner or participant; the name and address of each partner or co-participant in the partnership or joint venture unless the information is already filed with the Secretary of State; the name, address, and general nature of business or any closely held corporation or limited partnership in which the individual owned ten percent (10%) or more of any class of the outstanding stock or limited partner's units; and the name of any publicly traded corporation or limited partnership which is listed on a regulated stock exchange or automated quotation system which the individual owned two percent (2%) or more of any class of outstanding stock, limited partnership units, or other equity interests.
3. The names and addresses of each corporation for which the individual served as director, officer, or receiver.

A certified copy of this regulation will be sent to the Secretary of State's Office within ten (10) days of the adoption. Disclosure reports will be filed by May 1 for the preceding calendar year with the Secretary of State's Officer and the Board. Disclosure reports will be made available to the public during normal business hours.

The Board shall readopt this policy biennially on or before September 15 of the calendar year.

Approved: Oct 2014

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0360

Board Organization

Board Committees

The Board may appoint committees to assist it in carrying out the Board's responsibilities. However, the Board may not delegate those functions which, by law, must be exercised by the Board itself.

Committee Guidelines

1. Committees created by the Board will be assigned specific tasks to be performed and will

be assigned a specific time frame within which to accomplish assigned tasks.

2. Upon completion of these tasks or upon expiration of the time allotted, the committee will be dissolved unless extended by the Board.
3. Reports of Board committees may be made in written form or be presented verbally at a Board meeting at the discretion of the Board.
4. Each Board member shall be assigned to serve on a minimum of one Board committee.

Committee Meetings

Meetings of committees appointed by the Board or at the Board's direction including advisory committees appointed for the specific purpose of recommending policy, policy revisions, expenditures of public funds to the Board or to the Chief Operating Officer/Director of Academic and Human Resources will comply with the notice and open meeting provision applicable to Board meetings. Confluence's custodian of records will maintain a current list of such advisory committees.

Date Approved: May 2012

Date Revised: July 2013

Appendix B.5 - Board Policies related to Board Meetings

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0410 **(Regulation 0410)**

Board Meetings

The regular monthly board meetings of the Confluence Charter Schools Board are open to the public and representatives of the press. The Board may exclude the public from part of the regular meeting, however, as permitted by law.

Meetings of the Board are conducted for the purpose of carrying on the business of Confluence Charter Schools and, therefore, are not public meetings, but meetings held in public.

The Board welcomes participation of interested organizations and individuals. Such individuals may speak at Board meetings subject to Board rules or guidelines regarding such speaking. The Board shall give public notice by posting at its schools time and location of all Board meetings.

Quorum

The presence of a majority of the Directors of the Board of Confluence shall be requisite for and shall constitute a quorum at legally constituted meetings under state law. No contracts shall be let, persons employed, bills approved or warrant/checks ordered unless a majority of the whole Board so votes.

Firearms and Weapons

Possession of firearms and weapons are prohibited from all school premises and school activities. This prohibition specifically applies to meetings and activities of the Board and applies to all attendees, including members of the Board. The firearm prohibition includes permitted weapons. (See also Policy 1432 - Prohibition Against Firearms and Weapons.)

Date Approved: May 2012 Date Revised: Nov 2013

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0410

Meetings

Meetings

The Board permits its open sessions to be audio or video recorded subject to the following restrictions:

1. No additional artificial lighting may be used for a video recording.
2. Individuals wishing to video record an open session of the Board must locate themselves behind individuals attending the meeting.
3. No microphones may be placed on or near the tables where the Board and the administration are seated for purposes of individual audio recording.
4. Board meetings will not be interrupted to respond to questions or requests from individuals recording the meeting.

These guidelines are adopted to minimize disruption of Board meetings and to minimize any inconvenience to individuals attending the Board meetings.

Date Approved: May 2012 Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0411
(Regulation 0411)
(Form 0411)

Meetings

Meeting Agenda

Agenda

A tentative agenda for each meeting of the Board shall be prepared and shall be included in the public notice of such meetings. The tentative agenda must reasonably inform the public of matters to be considered. Any member of the Board may request items to be placed on the agenda.

The tentative agenda, related materials and minutes of the previous meeting shall be emailed to each member of the Board at least four days prior to the stated meeting unless a special emergency meeting is called at a time which makes the four day prior notice impossible.

The agenda for each meeting of the Board shall be adopted or modified by a motion by a

majority of those Board members present. Once the agenda is approved, it shall require a vote of majority of the Board members present to make additional modifications.

The agenda for closed sessions shall be on a separate document; however, the motion to close a meeting must be voted on during a public meeting and must also include the reasons for closing the meeting with references to the specific topics under the provision of Section 610.021, RSMo. as valid grounds for a closed meeting session. (Refer to Policy 0430 – Executive Sessions.)

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Regulation 0411
(Form 0411)

Meetings

Meeting Agenda

Order of Business

The Chairperson of the Board, upon taking the chair, shall call the members to order, on the appearance of a quorum. The order of business shall be as follows, unless changed by the Chairperson:

1. Approval of Agenda
2. Approval of Minutes
3. Achievement Report
4. Financial Report
5. Action Items
6. Updates
7. Other Business
8. Public Comments
9. Adjournment

Parliamentary Procedure

In all matters not covered by the Rules of the Board, parliamentary procedure shall be governed by *Robert's Rules of Order*.

Vote of Member

Unless excused every member present shall vote on all questions, and no member shall leave before the close of the session without permission of the president. Members participating electronically in a non-emergency meeting may not participate in a roll call vote. However, if the meeting is required due to a bona fide emergency, and if the nature of the emergency is stated on the record, members participating in the emergency meeting by electronic means, including telephone, may participate in a roll call vote.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0412

Meetings

Meetings - Participation by Public

A designated period of time may be provided for public comments at all regular Board meetings. The Board is very interested in citizen viewpoints and problems; however, citizens are encouraged to work through problems at the school and/or administrative levels before coming to the Board. Remarks may be limited to three minutes and to one appearance, thus allowing a maximum number of participants in the allotted time period in which citizens are to speak to issues. Questions directed to the Board may not always be answered immediately. All questions will be responded to by an appropriate person as soon as possible. Persons who wish to suggest items for the agenda should contact the Executive Assistant to the Board.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0420 **(Form 0420)**

Meetings

Minutes

Open Session Minutes

Minutes of Board meetings shall be available to the public for inspection at the Central Office,

at reasonable hours. The minutes will include the date, time, place, members present, members absent, and a record of any votes taken.

Closed Session Minutes

A separate minute book used solely for the purpose of executive sessions shall be used to record the minutes. Under such circumstances, the Board members and others in attendance are honor-bound not to disclose the details or discussions or minutes of the executive session. Any vote taken during a closed session will be taken and recorded by a roll call vote.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0430

Meetings

Executive Sessions

The Board reserves the right, as provided by law, to close meetings, records and votes as they relate to the matters below. All discussion and action by the Board in executive session must be related to the reasons set forth in the motion to enter executive session. The minutes of the executive session shall be recorded and maintained in a separate, confidential minute book. (See Policy 0420 - Minutes.)

- **Legal Matters**

Litigation including privileged communications between the Board, its representatives, and its attorneys. Upon completion of the litigation or upon the execution of a settlement agreement, the vote, minutes, and settlement agreement will be made public unless subject to a court order closing the record.

- **Real Estate Matters**

The lease, purchase or sale of real estate where public knowledge of the details of the proposed acquisition might adversely affect Confluence Charter Schools' interests. Any vote or public record approving such a contract shall become available to the public upon execution of the contract.

- **Personnel Matters**

Actions related to the hiring, firing, disciplining or promotion of a Confluence Charter Schools employee when the performance or individual merits of this employee is

considered. Any vote on a final decision to hire, fire, promote or discipline will be available to the public within seventy-two (72) hours of the close of the meeting, except that good faith efforts will be made to notify the affected employee prior to the information becoming publicly available. Disclosure of Board action on such personnel matters will include notice of how each Board member voted on the proposition.

- **Student Matters**

Scholastic probation, expulsion, discipline, or graduation of identifiable persons, including records of individual test or examination scores subject to the provisions of the Board's student records policy and regulations.

- **Employee Negotiations**

Preparations for negotiations with employees and employee representatives, including any work product of the Board.

- **Software Codes**

- **Test Matters**

Testing and examination materials before the test or examination is given and until use of the test is discontinued.

- **Bidding Matters**

Competitive bidding specifications, until officially approved or published for bids. Sealed bids, until the earlier of the time all are opened or all are accepted or rejected.

- **Personnel Records**

Individually identifiable personnel records, performance ratings or records related to employees or applicants for employment. However, the public will have access to the names, positions, salaries, and length of service of employees of Confluence.

- **Communications with Confluence Auditor**

Confidential and privileged communication between the Board and its auditor, including the auditor's work product. However, final audit reports issued by the auditor will be open.

- **Security Systems**

Information provided to Confluence Charter Schools by outside consultants relating to the security of Confluence facilities. However, expenditures of public funds for the purchase of security systems are considered to be open public records.

Notwithstanding the provisions of this section, consultant reports involving open records matters, which were prepared for Confluence Charter Schools, are deemed to be open records.

Date Approved: May 2012

Date Revised:

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0440
(Form 0440)

Meetings

Notification of Board Meetings

Notice of meetings of the Board including committees of the Board as provided in Policy 0360 will be given in a manner to reasonably inform the public of the matters to be considered by the Board.

Notice of the time, date, and place of the meeting as well as the tentative agenda will be provided at least twenty-four hours, exclusive of holidays and weekends, prior to the meeting unless for good cause it is impossible or impractical to provide such notice. In such instances, the nature of the impossibility or impracticality will be stated in the minutes. In order to maximize public participation, notice of Board meetings will be posted in Confluence Charter Schools and at Confluence's administrative offices. Upon request, members of the media will be provided with notice of the meeting at the same time notice is provided to members of the Board. Meetings will be scheduled at a location reasonably accessible to the public in a room of sufficient size to accommodate the anticipated attendance by the public.

Where meetings are conducted by telephone or other electronic means, written notice of such meetings will include the specific mode by which the meetings will be conducted and the location where the public may attend such electronic meetings. If a meeting is conducted through the Internet or other computer link, notice of such meeting will be posted on an existing Confluence Charter Schools web site.

Date Approved: May 2012

Date Revised:

Appendix B.6 - Minutes of three consecutive board meetings

MINUTES CONFLUENCE CHARTER SCHOOLS BOARD OF DIRECTORS' MEETING SEPTEMBER 19, 2014

Board Members in attendance:

Robert Goldson , Interim Chair
Craig H. Larson
Jose Pineda
Leona Lucas
Holston Black III
Lance LeComb

Board Members not in attendance:

Thurman Brooks, Excused
Jeanice Baker, Excused
Katherine Casas, Excused

Confluence Charter Schools Staff:

Jeff Kuntze, Chief Financial Officer
Terry Noble, Director of Human Resources
Dr. Phil Kennedy, Director of Academics
Dr. Jim Walters, Director of Professional Learning & Teacher Support
Dr. Louise Losos, Director of Curriculum Resource
Greg Allerdissen, Senior Accountant
Dr. Sonya Murray, Principal, Old North
Pam Davenport, Principal, South City
Sheldon McAfee, Principal, Walnut Park
Angela Carpenter, Assistant Principal, Walnut Park
Dr. Matt Frederickson, Principal, Grand Center Arts Academy
Jana Schaefer, Director of Special Services
Shonda Gray, Director of UPP and Innovative Education
Mike Baker, Assessment Coordinator
Nez Savala, Director of Public Relations
Joleen Ploeger, Administrative Assistant, Board of Directors
Darla Hemrick, Special Education Coordinator
Stacy Blassingame, Special Education Coordinator
Barbara Shumard, Special Education Coordinator

Guests:

Margaret Hesse of Tueth, Keeney Law Firm
Earl Simms, University of Missouri - Columbia
Shanika Harris, University of Missouri – Columbia
Martha McGeehon, Saint Louis University
Paul Doerrer, BAFC Consulting
Rhonda Holt, Parent

Robert Goldson called the meeting to order at 8:15 a.m.

Lance LeComb made a motion to approve the Tentative Agenda of September 19, 2014; seconded by Holston Black III. The motion carried.

Holtston Black III made a motion to approve the Minutes of August 29, 2014; seconded by Craig Larson. The motion carried.

Roll Call for Closed Session

At 8:16 am, Holston Black III made a motion to enter into Closed Session pursuant to the Missouri Revised Statutes, Section 610.021, subsections (1), (3) and (13); seconded by Lance LeComb. With a roll call vote of Jeanice Baker - excused; Holston Black III - yes; Thurman L. Brooks - excused; Katherine Casas - excused; Robert Goldson – yes; Craig H. Larson - yes; Lance LeComb - yes; Leona Lucas – absent due to late arrival; and Jose Pineda – yes; the motion carried.

The open session reconvened at 8:50 a.m.

General Board Business

Introductions and Public Comment

None.

Any other general Board Business

None.

Committee Updates

GCAA Advisory

Martha McGeehon (Saint Louis University – Sponsor of our GCAA LEA) has provided their recommendation for restructuring the Grand Center Arts Academy Advisory Committee. This topic was addressed further in today’s Board Meeting. Jose Pineda reported a meeting including Margaret Hesse, legal counsel for Confluence Charter Schools, and the Greater Saint Louis Community Foundation was held on Thursday, September 18. This foundation will be in partnership with and assist in the fundraising efforts for supporting Grand Center Arts Academy.

Governance Update

Sub-Committee Structure

Notices & Attendance

Rob Goldson reviewed briefly the need to narrow down our list of sub-committees. Members of the Board felt strongly about issuing an RFP for strategic planning including discussions about sub-committee structure addressing current frustrations, defining such committees and their respective goals and utilizing best practices. This should be a long-range plan. Due to difficulties in work schedules, Lance LeComb will discuss this topic further with Mr. Earl Simms and will provide more information by the October/ November Board meeting.

Finance

July, 2014 Financial

Greg Allerdissen presented the July, 2014 financial statements. He reported a net change in funds for Confluence as \$320,550 but \$93K behind budget due in part to the Edison Learning settlement payment. The current WADA rate is approximately \$8K per student. Grand Center's financial statement reflects a net change in funds of (\$75,709) with the budget (\$47K) behind. The WADA rate, which is a blended rate, was \$7878 per student. Jose Pineda inquired into the Edison settlement situation. Jeff Kuntze will provide an explanation regarding that settlement with the new Board at our October Board Meeting.

Action Items

GCAA Advisory Change from Board Sub-Committee to School Sponsored Group

Martha McGeehon (GCAA LEA's sponsor, Saint Louis University) provided recommendations to change the structure of the GCAA Advisory Committee. Under this new structure, board members would no longer serve on this committee. Ms. McGeehon reported this proposed structure is based on and similar to other charter schools. Ms. Hesse added the Board adopted two (2) new policies, 1406 and 1407, for support groups. This committee would fall under Policy 1407 as a school sponsored group. She also noted there should be an equal number of parents and staff and suggested verbiage be revised to "may include community members". Ms. McGeehon reported leadership at GCAA was fully supportive of this proposed structure. The Board discussed a need for a similar committee for our other schools. Earl Simms, University of Missouri, added they have no problem with this proposed structure. Lance LeComb believes a school sponsored group should be part of our strategic planning. It would help our schools to have more relationships with our students' parents. Jose Pineda made a motion to pass the change for the GCAA Advisory Committee with the amended verbiage to become a school sponsored group; seconded by Lance LeComb. The motion carried. Leona Lucas added this should be part of the planning process for our other schools and noted there are a lot of strategic planning topics to address. The RFP should capture those ideas. Lance LeComb is keeping a tick list for preparation of an RFP.

Friends of Confluence

Friends of Confluence (FOC) is a separate board who has access to funds that can be used to benefit our schools; ie wiring for the stage in the Sun Theater. We need to reconstitute this Board by adding three (3) new board members. Currently, two (2) board members remain, Ms. Sonya Henry and Mr. Burl Stamp, but the Board's Bylaws read that they need at least three (3) Board Members to conduct business. The Confluence Board may appoint members to the Friends Board; then, the Friends Board can elect additional members. Robert Goldson, Jose Pineda and Holston Black III volunteered to become members of the Friends of Confluence Board of Directors. Craig Larson made a motion to accept Goldson, Pineda and Black as Board Members of Friends of Confluence; seconded by Lance LeComb. The motion carried.

Updates

Enrollment

Jeff Kuntze, in John Klein's absence, provided a summary of enrollment for each campus noting deficits in our budgeted enrollment goals. Walnut Park is short 43 students, South City five (5), Old North 17 and GCAA 26. While CPA is 32 students above their goal, Mr. Kuntze doesn't expect to see as much attrition as in the past. Community events are ongoing in our recruiting efforts.

Other Business

Communication/PR Update

Nez Savala shared a communications update highlighting events such as Washington University's Freedom Summer in which approximately 100 students participated over three (3) days; Grand Center held a Junior Parent Night; Walnut Park is hosting a parent night for Singapore Math; CPA has a team for the fifth annual Sista Strut; the Old North choir will perform at The Little Bit Foundation's annual fundraiser, Join the Journey Gala; and, the St. Louis City College Fair will be October 15 and 16. The Board would like to know when CPA will host a Junior Parent Night.

Additional Roll Call for Closed Session

At 9:25 a.m., Lance LeComb made a motion to re-enter into Closed Session pursuant to the Missouri Revised Statutes, Section 610.021, subsections (1), (3) and (13); seconded by Craig Larson. With a roll call vote of Holston Black III - yes; Robert Goldson – yes; Craig H. Larson - yes; Lance LeComb - yes; Leona Lucas - yes; and Jose Pineda – yes; the motion carried.

The open session reconvened with Leona Lucas motioning to adjourn the open session; followed by a second from Lance LeComb. The motion carried and the meeting adjourned at 10:06 a.m.

MINUTES CONFLUENCE CHARTER SCHOOLS BOARD OF DIRECTORS' MEETING OCTOBER 16, 2014

Board Members in attendance:

Robert Goldson , Chair
Thurman Brooks
Jose Pineda
Leona Lucas
Holston Black III
Lance LeComb, Secretary
Katherine Casas, Vice-Chair

Board Members not in attendance:

Craig Larson, Excused
Jeanice Baker, Excused

Confluence Charter Schools Staff:

Jeff Kuntze, Chief Financial Officer
Terry Noble, Director of Human Resources
Dr. Phil Kennedy, Director of Academics
Dr. Jim Walters, Director of Professional Learning & Teacher Support
Dr. Louise Losos, Director of Curriculum Resource
Mike Powers, Principal, Confluence Preparatory Academy
Greg Allerdissen, Senior Accountant
Shonda Gray, Director of UPP and Innovative Education
Mike Baker, Assessment Coordinator
Nez Savala, Director of Public Relations
Joleen Ploeger, Administrative Assistant, Board of Directors

Guests:

Margaret Hesse of Tueth, Keeney Law Firm
Earl Simms, University of Missouri - Columbia
Shanika Harris, University of Missouri – Columbia
Dr. Deborah Carr, University of Missouri - Columbia
Martha McGeehon, Saint Louis University
Steven Sanchez, Saint Louis University
Paul Doerrer, BAFC Consulting
William Rebore, BAFC Consulting
Steven Langhorst, DESE Charter Schools Field Director
Dion Edwards, SOM of Confluence Preparatory Academy

Robert Goldson called the meeting to order at 5:34 p.m.

Katherine Casas motioned to approve the Tentative Agenda of October 16, 2014; seconded by Leona Lucas. The motion carried.

Katherine Casas motioned to approve the Minutes of September 19, 2014; seconded by Holston Black III. The motion carried.

Roll Call for Closed Session

At 5:35 pm, Katherine Casas motioned to enter into Closed Session pursuant to the Missouri Revised Statutes, Section 610.021, subsections (1), (3) and (13); seconded by Holston Black III. With a roll call vote of Jeanice Baker - excused; Holston Black III - yes; Thurman L. Brooks - absent ; Katherine Casas - yes; Robert Goldson – yes; Craig H. Larson - excused; Lance LeComb - absent; Leona Lucas – yes; and Jose Pineda – yes; the motion carried.

The open session reconvened at 6:08 p.m.

General Board Business

Introductions and Public Comment

None.

Any other general Board Business

None.

Committee Updates

Achievement

Dr. Phil Kennedy reported students will be taking assessments again in December/January and in the spring. The Principal Meeting was held on October 9th when the assessment data was reviewed in greater detail. Dr. Kennedy explained Tier 1 (green) should be 80% of students; Tier 2 - 15% of students and Tier 3 should be approximately 5% of students. Dr. Kennedy reviewed the scores for both Grand Center Arts Academy and Confluence students in both English Language Arts and Math. The academic teams are addressing the lack of effort shown on the assessments but, he expects January data to improve. Assistance will be provided to master those skills needed. Grand Center chose their new diagnostic tool. In addition, they are using intervention strategies and tutoring. The loss of two math teachers has had a tremendous impact on Grand Center. They are still utilizing substitutes in grades 8, 9 and 10.

Confluence scores have been pretty consistent with most students within the second Tier. Confluence students have WIN time (90 minutes) built-in every day. Dr. Kennedy explained their new teacher observation system. They evaluate cognitive development; critical thinking/problem solving; and, student engagement or student/teacher relationships. Dr. Kennedy said feedback from teachers has been positive noting they are welcoming it as long as it's a growth tool. Dr. Louise Losos and Dr. Jim Walters agreed this is the best tool they've been able to utilize for evaluations and growth. University of Missouri provided this tool; providing our administrative team three (3) full days of training. Mike Powers, principal of our Preparatory Academy, agreed it has been positive and has enabled them to review trends, set goals and adjust to individuals who may need additional assistance.

Governance Update

Sub-Committee Structure

Notices & Attendance

Rob Goldson reported in Lance LeComb's absence that Lance will report on governance at the next Board Meeting.

Finance

August, 2014 Financial

Greg Allerdissen presented the August, 2014 financial statements. He reported the net change in funds for Confluence as a negative \$61K but \$236K behind budget due to Note #3, the Edison settlement; note #2 – e-rate refunds and note #1, the WADA rate. In August, the WADA rate dropped to \$7,880.

Grand Center's net change in funds was (\$131K); behind budget by \$156K. Due to attendance being lower than budgeted, we are behind on WADA. Note #2 – returned curriculum credits from vendors are

still expected while the rent payment plus interest (\$25K) had to be recorded as an expense. A consolidated financial was also provided.

Action Items

Appointment of ELL Coordinator, Jana Schaefer and appointment of Homeless Coordinator, Joyce Jefferson

John Klein advised both LEA's are Title 1 schools and are asked for annual Board approval of our ELL and Homeless Coordinators. Mr. Klein asked that Ms. Jana Schaefer be appointed as our ELL Coordinator and Ms. Joyce Jefferson be appointed as our Homeless Coordinator. Both provide resources for services we offer for families. Katherine Casas motioned to appoint Jana Schaefer as ELL Coordinator; seconded by Holston Black III. The motion carried. Katherine Casas motioned to appoint Joyce Jefferson as Homeless Coordinator; seconded by Holston Black III. The motion carried.

Approval of 2014-2015 Bus Routes/Ride Times

John Klein provided the 2014-2015 bus ride time schedule for board review. The Board discussed the extensive length of time students are on the buses. While we do try to keep ride times to a minimum, we do continue to look at routing more effectively. Each bus is approximately \$70K per year. CPA buses serve the entire city; the K-8 buses serve the area around their schools with some shared boundaries. Katherine Casas asked for additional research to determine if any student(s) are riding on buses for four (4) hours. The Board requested additional information prior to making a motion to approve these routes. This topic will be addressed at the next Board of Directors' Meeting.

Approval of Policies and Regulations 4110, 4220, 4221, 4310, 4320, 4410, 4420, 4540, 4550, 4630, 4830, 4860, 4870, 4880; Repeal of Policy 4872 and;

Approval of Regulations 0342, 0411, 1405, 2260 and 2664; Policies 2210, 2640, 2780, 2835, 3470, 5250, 6110, and 6114

Terry Noble provided a short summary on each regulation and policy being submitted for approval. This is an effort to clean up policies in order to be compliant with the laws of the State of Missouri. Mr. Noble specifically addressed policies 2640, 2780, 2835, and 3470. Policies related to personnel were also submitted for board approval. Jose Pineda motioned to approve revisions to the Board Policy Manual for Regulations 0342, 0411, 1405, 2260, 2664, 4220, 4221, 4420, and 4830; and Policies 2210, 2640, 2780, 2835, 3470, 4110, 4220, 4221, 4310, 4320, 4410, 4420, 4540, 4550, 4630, 4860, 4870, 4872, 4880, 5250, 6110, and 6114. Policy 4872 will be repealed as it is redundant; seconded by Thurman Brooks. The motion carried.

Updates

Enrollment

John Klein reported we are still recruiting and enrolling students. Mr. Klein provided an enrollment recap for each campus. Events such as the Shaw Art Fair and Balloon Glow were attended for recruiting purposes. We will also work with the Boys and Girls Club for future recruiting targets. Attendance targets were provided.

GCAA Charter Renewal/SLU Sponsorship

Rob Goldson relayed news which came out of the Finance Meeting about requirements for planning for facilities over the next five (5) years. GCAA sponsored by Saint Louis University is currently working on their charter renewal. There will be a big rent increase in 2018. Mr. Goldson spoke with Curt Fuchs and there is concern for a school in distress. He suggested a longer conversation with the Board and our sponsors regarding this topic. Jeff Kuntze will provide financial reports to the board members highlighting three (3) points for discussion; allocation entry for GCAA; a loan due FY16/17 about \$1mm in payback and lastly, the FY18/19 increase in rent at Grand Center. Leona Lucas asked that time lines be included. Holston Black expressed his concern with strategy, vision and financing. Joleen Ploeger will administer a doodle poll for scheduling additional November meetings.

Other Business

Communication/PR Update

Nez Savala shared news about The Little Bit Foundation's annual fundraiser. Brian Owens will be performing with the Old North Choir. The St. Louis City College Fair was October 15th and 16th. GCAA sent 94 juniors while CPA sent 76 juniors, seniors and UPP students. Other updates included Emma Horowitz featured in a story on KSDK; Heather Kristof in the NFL Play 60 DonorsChoose.org Showdown; upcoming flu clinics and an Empowerment Fair on Oct. 30th at Confluence Preparatory Academy.

Holston Black III inquired into the action of an RFP for strategic planning by our governance committee. Lance LeComb has conversed with Earl Simms, MU. Mr. Simms advised he had spoken with Mr. LeComb regarding roles of board governance, contracts and LEA's but had not had any discussion pertaining to who. This topic will be addressed at an upcoming board meeting.

Katherine Casas motioned to adjourn; seconded by Leona Lucas. The motion carried and the meeting adjourned at 7:16 pm.

MINUTES CONFLUENCE CHARTER SCHOOLS BOARD OF DIRECTORS' WORK SESSION NOVEMBER 15, 2014

Board Members in attendance: Robert Goldson , Chair; Craig Larson, Treasurer; Jeanice Baker; Holston Black III; Lance LeComb, Secretary; Katherine Casas, Vice-Chair; and, Jose Pineda. Board Members not in attendance: Thurman Brooks and Leona Lucas.

Confluence Charter Schools Staff: Jeff Kuntze, Chief Financial Officer; Terry Noble, Director of Human Resources; Joleen Ploeger, Administrative Assistant to the Board of Directors; and, John Klein, Director of Enrollment.

Guests: Margaret Hesse, Legal Counsel for Confluence Charter Schools; Earl Simms, University of Missouri – Columbia; Dr. Deborah Carr, University of Missouri – Columbia; Martha McGeehon, Saint Louis University; Steven Sanchez – Saint Louis University; Rhonda Holt – GCAA parent; Katie Belish-Iffrig

– GCAA parent; Bill Rebores, BAFC Educational Consultant; Paul Doerr, BAFC Educational Consultant; Steve Langhorst, DESE; Robert Schmidt - GCAA parent; Greg Iffrig – GCAA parent; Shanika Harris – University of Missouri-Columbia; Bobbi Pineda – GCAA parent; and, Tim Gray - GCAA parent.

Robert Goldson called the work session to order at 9:10 a.m. The focus for today's session was the Grand Center Arts Academy Charter Renewal.

Jeff Kuntze provided a Grand Center Arts Academy outline for this work session. He began with the current organizational structure overview noting the first LEA was Confluence Charter Schools originally sponsored by the Missouri University of Science & Technology but now sponsored by the University of Missouri. Their current charter contract is effective up until May 15, 2017. The second LEA is Grand Center Arts Academy sponsored by Saint Louis University. Their current charter is effective up until June 30, 2015. Saint Louis University would like to continue their sponsorship and extend our contract. This charter renewal application is due December 31, 2014. The Missouri State Board of Education will make a decision about this charter renewal in February, 2015. The application for renewal must have objective evidence that we are meeting obligations in the following areas: Academic; Organizational and Financial. The original charter application was completed by the former Principal, Lynne Glickert, AQS and Saint Louis University in 2009. Jeff explained that the original five-year budget included unrealistic revenue (too high) and expenses (too low).

Grand Center's inaugural year was FY10-11 with 200 sixth and seventh grade students at the Third Baptist Church. In order to build-out the Beaux Arts facilities, a new market tax credit was utilized with a \$4.117mm debt being allocated to GCAA. In FY11-12, GCAA had approximately 335 students in grades 6-8. In August, 2014, the completion of the Beaux Arts second floor and basement were finished. As of FY14-15, the school has grown to approximately 680 students in grades 6-11. Over the past three (3) years, the GCAA general fund reserve balance has fallen steadily and is now anticipated to be only \$189K, or approximately 3.3% as of June 30, 2014. GCAA is projected to fall below the 3% minimum general fund reserve required unless Confluence loans GCAA additional funds; this would be a potential violation of the performance contract. Two (2) years ago GCAA was on the financially stressed list.

Allocations for shared services of the Resource Office have averaged \$215K per year. These services include finance, operations, IT, human resources, payroll, etc. Confluence loaned cash to GCAA for the past four (4) years for a total loaned amount of \$4,048,716. Jeff estimates additional loans of up to \$1mm may need to be loaned to GCAA for enrollment shortfalls and allocations. He outlined the projected shortfalls for FY15-16 and 16-17. To buy the Beaux Arts building would cost \$10.7mm; financing will need to be secured to allow for the purchase of this facility before FY18-19 or we will see a significant increase in rent to \$583K. The Board discussed loans in comparison to investments.

Unless additional loans are made and existing loans are renegotiated, GCAA will be unable to present a set of realistic five-year financial projections that meet criteria required in RSMO section 160.405(9)(2)(b) for inclusion in the upcoming charter renewal application, which is due to DESE by December 31, 2014. Jeff explained possible short-term options: attempt to renew the GCAA LEA charter for five (5) years with SLU; move to one (1) sponsor, one LEA model or not submit a charter renewal and close GCAA as of June 30, 2015. Possible longer term options included GCAA could look at adding K-5 to help provide additional funds by the FY16-17 school year; and/or SLU or their parent group could create a separate 501c3 and buy-out Confluence's financial interest in the GCAA LEA.

Mr. Kuntze continued his review of the outline explaining the benefits of renewing the charter with our current sponsor. He indicated this would help to avoid the risk of losing some parents/families whom may be “turned off” by the consolidation of the two LEA’s. The Board discussed perception and trust.

Next, Jeff provided the negatives for renewing the charter with our current sponsor. He noted the continuation of transferring of financial assets; the difficulty in securing financing for the purchase of the Beaux Arts building before FY18-19; and, not meeting the financial criteria necessary to ensure the renewal of the charter because the net change in fund balance due to the expenditures exceeding the revenue. He did share benefits of moving to “one sponsor, one LEA” model. Board Member Holston Black asked the representatives from Saint Louis University to share what benefits they provide to Grand Center. Martha McGeehon responded they provide SLU students for administrative support and tutoring as well as some professional development. They also assist in writing college essays, college applications and for assistance in completing financial aid applications. Other benefits of moving to one sponsor, one LEA included: WADA units would increase providing additional State aide; sponsorship fees would decrease; streamlining of payroll and accounting functions; the elimination of two annual external audit reports and savings to Infinite Campus. The Board discussed the vision for Grand Center and the appropriate enrollment. While GCAA has approximately 675 students currently; the goal is 750. The Board discussed MSIP5 scores and being provisionally accredited. The negatives of moving to one sponsor included possible parent backlash; losing SLU as a sponsor; “officially” close the LEA; and, possibly lose assets.

Jeff provided benefits and negatives for the non-renewal of the GCAA charter and the closure of this LEA. He cited benefits as freeing up significant cash flows and dealing with one sponsor/1 LEA. Negatives included displacing almost 680 students and approximately 70 staff; breaking building leases creating a potential for litigation; and, hurting our reputation. Jeff provided benefits and negatives for adding K-5 grade levels to GCAA. He explained a probable “going-concern” on the audit report in FY15-16 which could have repercussions with DESE and our bondholders. The final audit reports will be presented to the Board of Directors at the December 18th Board Meeting.

Two operational budgets were provided and explained by Jeff Kuntze. Possible next steps included obtaining solid advice as to the legal repercussions of the first two (2) options presented. Other factors to consider are: IT/Technology – soon testing will all be on-line; enrollment and stability at Walnut Park; and, increased special education funding.

The Board discussed staff retention; performance and quality of our schools. Holston inquired about the percentage of our K-8 students continuing their education at our high school; and, how many instead go to GCAA.

The Strategic Plan RFP has been sent out and will be printed in the St. Louis Post Dispatch for five (5) days in the coming week. When asked how MU felt about one (1) LEA, Dr. Deb Carr replied they were comfortable either way.

At 10:40 am, Katherine Casas made a motion to enter into Closed Session pursuant to the Missouri Revised Statutes, Section 610.021, subsection (1); seconded by Dr. Craig Larson. With a roll call vote of Jeanice Baker – yes; Holston Black III – yes; Katherine Casas – yes; Robert Goldson – yes; Craig H. Larson – yes; Lance LeComb – yes; and, Jose Pineda – yes; the motion carried.

At 11:58 am the Board reconvened in open session.

In order for the Board to move forward, they would need a resolution to renegotiate loans to move forward with Saint Louis University. The Board continued to discuss this matter.

Steven Sanchez, Saint Louis University, advised that if throughout the Board's strategic planning they believe two sponsors is problematic and do not find this relationship to be the best one; they're open to that discussion. They ultimately hope they provide benefits to our students.

An RFP for strategic planning has been issued with a response date of December 14. The Board will meet on December 18 to review and select the best candidate. GCAA parents added their request to engage parents, the state board and DESE in this process and encouraged them to include an auditor.

Katherine Cases motioned that it be resolved by the Board of Directors that:

1. The Board will commit to continue necessary loans between Confluence Academy and Grand Center Arts Academy, anticipated to be \$1.1mm for FY14-15 and \$500K for FY15-16; seconded by Dr. Craig Larson. The motion carried.

Katherine Casas then motioned that it be resolved by the Board of Directors that:

1. The Board will commit to renegotiating the repayment terms of the GCAA loans currently due beginning in FY16-17, to an anticipated new beginning date of FY20; seconded by Jose Pineda. Holston Black III opposed but the motion carried. Lance LeComb noted he was not entirely comfortable with FY20.

The meeting adjourned at 12:17 pm.

Appendix B.7 - Requisite insurance coverage and surety bond for school financial officer

CRIME INSURANCE

COVERAGE 2014-2015

Insurer: Travelers Insurance Co.

Blanket Employee Dishonesty \$500,000

Deductible \$25,000

ERISA: \$500,000

Deductible: \$0

Claim Expense - \$25,000

Deductible: \$0

PUBLIC OFFICIAL BOND- Chief Financial Officer

COVERAGE 2014-2015

Insurer: Travelers Insurance Co.

Blanket Employee Dishonesty \$250,000

Deductible: \$0

GENERAL LIABILITY

COVERAGE 2014-2015

Insurer: Hanover American Insurance Co.

Per Occurrence Limit \$1,000,000

Personal Injury & Advertising Injury per Person Excluded

Medical Payments per Person \$15,000

Fire Damage to Real Property in Your Care or Control \$500,000

General Aggregate on the Above \$2,000,000

Products & Completed Operations Aggregate \$2,000,000

Hired & Non-Owned Automobile Liability: \$1,000,000

EMPLOYEE BENEFITS LIABILITY

Coverage Form Claims Made

Limit Each Claim \$1,000,000

Limit Annual Aggregate \$2,000,000

Deductible Each Claim \$1,000

Retroactive Date 01/01/2011

COVERAGES INCLUDED

Premises/Operations

Products/Completed Operations

Independent Contractors

Contractual Liability

Broad Form Property Damage Incl. Completed Operations

Host Liquor Liability

Non-owned Watercraft Liability (under 26 feet)

Employees as Additional insured's

GENERAL LIABILITY

SPECIFIC COVERAGE, KEY TERMS & CONDITIONS

Commercial General Liability Special Broadening Endt. 421-0080
Missouri Educational Institution Amendatory Endorsement 421-1905
Sexual Misconduct & Molestation Liability:
\$1,000,000/\$2,000,000
School & Educators Legal Liability: \$1,000,000/2,000,000; \$1,000 Deductible
Retroactive Date: 1/1/2011.
Law Enforcement Professional Liability: \$1,000,000/1,000,000; \$2,500 Deductible
Retroactive Date: 1/1/2011
Educational Institution Employment Practices Liability w/3rd Party Endt (Defense Outside Limit)
\$1,000,000 Each Occurrence/\$2,000,000 Aggregate; \$1,000 Deductible
Retroactive Date: 1/1/2011
Directors & Officers Liability: \$1,000,000/2,000,000; \$1,000 Deductible
Retroactive Date: 1/1/2011.

WORKERS COMPENSATION –MISSOURI

Insurer Hartford Insurance Co.
COVERAGE 2014-2015
PART ONE: STATUTORY BENEFITS Statutory
PART TWO: EMPLOYERS' LIABILITY
Bodily Injury Each Accident \$1,000,000
Bodily Injury by Disease Policy Limit \$1,000,000
Bodily Injury by Disease Each Employee \$1,000,000
PART THREE: CONDITIONAL OTHER STATES COVERAGE Included (1)
Classification Description
Code 8868 Schools – Professional & Clerical
Estimated Payroll: \$18,343,942
Rate (Per \$100 of Payroll) \$0.55
Estimated Payroll: \$188,965
Rate (Per \$100 of Payroll) \$4.39
Premium: \$159,021

UMBRELLA

COVERAGE 2014-2015
Insurer: Hanover Insurance Co.
Bodily Injury & Property Damage Each Occurrence \$8,000,000
General Aggregate on the Above \$8,000,000
Retained Any One Occurrence No Retained Limit
UNDERLYING POLICIES
General Liability - Each Occurrence \$1,000,000
- General Aggregate \$2,000,000
- Products & Comp Ops Aggregate \$2,000,000
- Personal & Adv. Injury Excluded
Automobile Liability – Hired /Non-Owned Autos Only \$1,000,000
Employers Liability - Each Accident \$1,000,000
- Disease Policy Limit \$1,000,000
- Disease Each Employee \$1,000,000
Sexual Misconduct or Sexual Molestation - Each Claim \$1,000,000
- Aggregate \$2,000,000
Employee Benefit Liability - Each Employee \$1,000,000

- Aggregate \$2,000,000
- Professional Liability – Each Claim \$1,000,000
- Aggregate \$2,000,000

KEY TERMS AND CONDITIONS

Follow Form Employee Benefit Administration Liability
General Aggregate per Location/Site
Fellow Employee Coverage
Hostile Fire Pollution Exception
Follow Form Automatic Additional Insured's
Follow Form Automatic Waiver of Subrogation
Real Property Care, Custody or Control Exclusion
Personal Property Care, Custody or Control Exclusion
Asbestos Exclusion
Employment Related Practices Exclusion
Exclusion of Designated Professional Services

COMMERCIAL PROPERTY -GCAA

COVERAGE 2013-2014

Insurer: Hartford Insurance Co.

Business Personal Property including EDP: \$1,000,000

Deductible: \$25,000

Business Income w/Extra Expense: \$2,000,000

Waiting Period: 24 Hours

Earthquake: \$3,020,000

Deductible: \$100,000

Blanket Theft, Disappearance and Destruction: Inside Premises- \$50,000

Outside Premises- \$25,000

Deductible: \$1,000

Blanket Forgery or Alteration: \$25,000

Deductible: \$1,000

Appendix B.8 –University and Community Sponsorship

Grand Center Arts Academy and Saint Louis University Partnerships

University Service	Service Offered
Work Study Students	SLU students provide tutoring and administrative support
Facility Use	When needed the University has provided space for GCAA to host concerts and performances
University Events	When appropriate GCAA students are invited to events on campus such as theater performances and sporting events
Admissions and Financial Aid	SLU Admissions and Financial Aid staff will be providing support for parents navigating college admissions and financial aid
Nursing students	Nursing students have provided assistance to the school nurse as well as educational sessions for students
Service Projects	SLU students have provided service hours for various service projects at the school
Teacher Support	SLU College of Education faculty have provided assistance to GCAA faculty in methods as well as providing access to SLU resources
Dual Credit Courses (1818)	SLU offers dual credit for courses offered on the GCAA campus and taught by qualified GCAA teachers. SLU offers professional development and 6 hours of free tuition to teachers who teach 1818 courses.
Athletic Training & Physical Therapy Partnership	SLU faculty facilitate a weekly pro bono clinic for GCAA students.

Grand Center Arts Academy and Community Partnerships

Community Partner	Service Offered
Craft Alliance	GCAA students gain access to reduced price programming for after school arts classes
Pulitzer Foundation	GCAA arts programs partner with them on performances related to what is on display, and summer intensive programming. GCAA students are able to utilize space at the Pulitzer to exhibit their work and give performances
St. Louis Guitar Society	Provided guitars and curriculum materials for GCAA students to use
Washington University	Doctors providing dance injury related care
ATI Physical Therapy	Physical Therapy assistance provided twice a week for two dance classes
Center of Creative Arts (COCA)	GCAA students gain access to reduced price programming for after school arts classes. COCA brings a van to pick up students after school for free transportation.

Youth Learning Center	Students attend after school classes and get homework help. YLC provides transportation after school
Girls Inc.	Student empowerment classes. Transportation is provided
Focus St. Louis	Student Leadership programing
Circus Flora and Circus Harmony	Two programs that offer free or reduced price programming to GCAA students after school
College Bound	Guidance program helping students prepare for and sustain college readiness
Junior Achievement	Helping our students gain access to free curriculum materials and to business professionals in our area
University of Missouri-St. Louis	CBITS program providing GCAA students group therapy sessions
Project Interface	Program to pair upper classmen with 75 hour internships with various business partners around the StL area. Students gain ½ practical arts credit
Jazz Saint Louis	Offers free clinics and rehearsal space for our students
Arts in Education Foundation (StL)	Funded teacher grants for materials in their classrooms
Peabody Opera House	Free tickets for our students
St. Louis Symphony	Free tickets for our community and clinics for our students
Fox Theatre	Free tickets for our students
Pixel Press	Offers GCAA students technology guidance with application development and costume enhancement
Metro Theatre Company	Free clinics for our students
Shakespeare Festival	Free performances for our students

Appendix B.9 - Statements of Compliance with all Federal and State Programs

Appendix B.9.1 Notice of Non-Discrimination

It is the policy of Grand Center Arts Academy (“GCAA”) not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. No person shall be excluded from participation in, or be denied the benefits of, any service; or be subjected to discrimination because of race, color, national origin, religion, sex age, or disability. GCAA provides equal access to the Boy Scouts and other designated youth groups as required by the Boy Scouts of America Equal Access Act.

To make a formal complaint that the Non-Discrimination Policy was violated, Complainant should prepare, sign and date a written statement of complaint. Complaints should be given to

Confluence Charter Schools Compliance Coordinator
611 N. 10th Street, Suite 550
St. Louis, Missouri 63101
314.588.8554

Complaint of Discrimination Policy & Procedure

Any person who believes he or she has a valid basis for a complaint (“Complainant”) shall discuss the concern with the person committing the offense and the building principal. If this reply is not acceptable to the complainant, or the Complainant isn’t comfortable addressing the concern at the school, he or she may initiate formal procedures. Inquiries, complaints and other communications related to the compliance of this policy and other public laws and federal regulations concerned with nondiscrimination shall be addressed to Joyce Jefferson, and appropriate district personnel, according to the grievance process below. GCAA assures Complainants that throughout the Formal Grievance Procedure, will take appropriate steps to prevent further harassment and correct its effects, if necessary and applicable.

Appendix B.9.2 Parental Involvement Policy

Grand Center Arts Academy recognizes the critical role of families in the academic achievement of children. Parental involvement in the education of children enhances student achievement and helps to create a positive school environment. In order to ensure the involvement of parents and to support a partnership between our schools, parents, and community, GCAA will implement the following:

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, GCAA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

Grand Center Arts Academy will involve the parents of children served in Title I, Part A schools in decisions about how the one (1) percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

Grand Center Arts Academy will be governed by the following statutory definition of parental involvement, and expects that all of its schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Grand Center Arts Academy will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- Annual evaluation and modification (as necessary) of parental involvement plan at Parent Advisory Committee meeting.
- Annual evaluation and modification (as necessary) of parental involvement plan at Title IA Parent meeting.

Grand Center Arts Academy will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). GCAA will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation will be conducted by distributing a written survey to the parents of all children enrolled. Evaluation results will be compiled by the Assistant Principal and reviewed by the District Leadership Team. Grand Center Arts Academy will use the findings of the evaluation to design strategies for school improvement and to revise parent involvement policy/procedures.

Grand Center Arts Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Annual dissemination of student achievement results and notification to parents if their child's school has been identified as needing improvement.

Grand Center Arts Academy will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Support and consultation will be provided by members of the NCLB/Title Committee to each school on a regular basis.
- Coordination, technical assistance, and support will be provided by the Assistant Principal to each school on a regular basis.

Grand Center Arts Academy will build the schools and parents' capacity for strong parental involvement through the following activities described below:

1. Grand Center Arts Academy will provide annual meetings, workshops, and/or written information to parents of children served by the district in understanding topics such as the following:

- State's academic content standards,
- State's student academic achievement standards,
- State and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child's progress,
- How to work with educators.

Grand Center Arts Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by distributing monthly parent involvement newsletters to all families in Grand Center Arts Academy.

2. Grand Center Arts Academy will educate its teachers, student services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- The Principals will provide consultation and/or professional development to teachers and staff on a regular basis.
- The Assistant Principal will provide consultation and/or professional development to teachers and staff on a regular basis.

3. Grand Center Arts Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

4. Grand Center Arts Academy will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by asking all families enrolled in the district on the Student Registration Form, "Do you wish communication from school in any language other than English? If yes, what language?"

Appendix B.9.3 Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (eligible students) certain rights with respect to the student's educational records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The school official will make

arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record they believe is inaccurate or misleading. They should write to the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), a person serving on a school board, a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Grand Center Arts Academy discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Grand Center Arts Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

The contact information for filing a complaint with the Department of Elementary and Secondary Education is:

Kansas City Office, Office for Civil Rights,
U.S. Department of Education
8930 Ward Parkway, Suite 2037, Kansas City, MO 64114;
Telephone: 816-268-0550
FAX: 816.823.1404
TDD: 877.521.2172

The contact information for filing a complaint with Grand Center Arts Academy is:

Confluence Charter Schools
611 North Tenth Street, Suite 550
St. Louis, MO 63101
Telephone: 314.588.8554
Fax: 314.588.1343

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Grand Center Arts Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, GCAA may disclose appropriately designated "directory information" without written consent, unless you have advised Grand Center Arts Academy to the contrary in accordance with Grand Center Arts Academy procedures. The primary purpose of directory information is to allow GCAA to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Grand Center Arts Academy to disclose directory information from your child's education records without your prior written consent, you must notify GCAA in writing within 10 days of the annual public notice. GCAA has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

"Right to Know" Information According to the No Child Left Behind (NCLB) Act

Public school districts, including charter schools, are required to inform parents of certain information that they, according to the No Child Left Behind Act of 2001 (Public Law 107-110), have the right to know.

Upon request, GCAA is required to provide parents, in a timely manner, the following information:

- Whether their child's teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether their child's teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived;
- Whether their child is provided services by paraprofessionals and, if so, their qualifications; and
- What baccalaureate degree major the teacher has, any other graduate certification or degree held by the teacher and the field of discipline of the certification.

In addition to the information that parents may request, GCAA must provide to each individual parent:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Parents wishing to obtain any of this information should contact the principal of their child's school.

Appendix B.9.4 Homeless Student Policies

The Board recognizes that homelessness alone should not be sufficient to separate students from the mainstream school environment. Therefore, Grand Center Arts Academy, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students at GCAA have access to a free and appropriate public education. Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.

Enrollment/Placement of homeless student

Grand Center Arts Academy will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that non-homeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency, or other documentation. However, Grand Center Arts Academy may require a parent or guardian of a homeless student to submit contact information.

Grand Center Arts Academy must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if GCAA sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.

If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to Grand Center Arts Academy's homeless coordinator, who will carry out the dispute resolution process as expeditiously as possible.

For purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

Homeless Coordinator

The Board will designate an individual to act as Grand Center Arts Academy's homeless coordinator to ensure compliance with the McKinney-Vento Homeless Assistance Act. According to the Act, the homeless coordinator must work to ensure that homeless children and youth have equal access to the same free public education as is provided to other children and youth. GCAA shall inform school personnel, service providers and advocates working with homeless families of the duties of the homeless coordinator. The homeless coordinator will ensure that:

1. Homeless students are identified by school personnel and by other entities and agencies with which the school coordinates activities.
2. Homeless students enroll and have a full and equal opportunity to succeed in the school.
3. Homeless families and students receive education services for which they are eligible as well as referrals to health care services, dental services, mental health services and other appropriate services based on their assessed needs.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in the education of their children.
5. Enrollment disputes are mediated in accordance with law.
6. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.
7. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.

Services

Each homeless child or youth shall be provided services comparable to services offered to other students at Grand Center Arts Academy. These include, but are not limited to: transportation, special education components, gifted and talented offerings, programs for individuals with disabilities, vocational programs, preschool and kindergarten, health and nutritional offerings, before and after school activities, limited English proficiency programs, and social service referrals.

Transportation

If the homeless student's school of origin is Grand Center Arts Academy and if his or her temporary housing is located in the St. Louis Public School District, GCAA will provide transportation to and from GCAA at the request of the parent, guardian or homeless coordinator, provided it is in the best interest of the student. If the homeless student's school of origin is GCAA and his or her temporary housing is located outside the St. Louis Public School District, GCAA and the other school district will equally share the responsibility and costs for transporting the student to GCAA. The district where the student is temporarily residing will set up transportation arrangements.

Records

All school records customarily kept by GCAA will be made available to students or parent/guardians upon request in accordance with the Family Educational Rights and Privacy Act and Board regulations governing confidentiality. Records may include academic files, evaluations for special programs, guardianship information, birth certificates, health, medical and immunization records and other such records relevant to the student.

Resolving Grievances

Level I – All disputes regarding the placement of a homeless child or youth will first be presented to the local school administrator and the homeless coordinator. An informal conference shall then be scheduled with the local school administrator and the homeless coordinator within five (5) working days of the date the complaint was received. If the issue is not resolved, the complainant may present a formal written grievance to the homeless coordinator. The written grievance must include the date of filing, description of alleged charges, the name of the person or persons involved, and a summary of the previous action taken. The homeless coordinator shall render a decision in writing within five (5) working days to the complainant, with supporting evidence and reasons.

Level II – Within five (5) working days after receiving the homeless coordinator's written decision the complainant may appeal the decision to the Chief Academic Officer by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Chief Academic Officer will arrange for a personal conference with the complainant at the earliest possible time convenient for both parties. Within five (5) working days after the personal conference, the Chief Academic Officer shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III – If resolution is not reached in Level II, a similar written appeals package shall be directed through the Chief Academic Officer to the Board requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after the hearing, the Board shall state its decision in writing to the parties involved. For Grand Center Arts Academy purposes, the decision of the Board is final.

Level IV – If the complainant is dissatisfied with the action taken by Grand Center Arts Academy, a written complaint, signed by the complainant, may be filed with the State Homeless Coordinator, Federal Discretionary Grants, P.O. Box 480, Jefferson City, Missouri 65102-0480. The complaint shall include a detailed description of the dispute, the name(s) and age(s) of the children involved, the name(s) of involved school personnel and the district(s) they represent, and a description of attempts that were made to resolve the issue at the school level. The Director of Federal Discretionary Grants (the director) or the director's designee will initiate an investigation, determine the facts relating to the

complaint, and render findings within thirty (30) days to GCAA and the complainant. An appeal of this decision can be made in writing, setting forth the reasons why the complainant disagrees with the decision, within ten (10) working days to the Deputy Commissioner of Education. Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

While the dispute is ongoing, the child(ren) in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.

Appendix B.9.5 Child Find Public Notice

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Grand Center Arts Academy assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

Grand Center Arts Academy assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

Grand Center Arts Academy assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Grand Center Arts Academy has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at 611 N. 10th Street, Fifth Floor, St. Louis, Missouri 63101.

This notice will be provided in native languages as appropriate.

Appendix B.9.6 IDEA and Section 504 Compliance

It is the policy of Grand Center Arts Academy to comply with the Individuals with Disabilities Education Act (IDEA), the Family Education Rights and Privacy Act (FERPA), section 504 of the Rehabilitation Act of 1973 and the State Plan for Special Education. The management company will aim to work with the campuses to comply with Individualized Education Programs (IEP).

The Board is committed to a program of responsible inclusion for students with special needs. This means that an educational program will be offered that is designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. Schools will be provided an ample number of special-education teachers to work with teachers and special needs students within the regular classroom and also in pullout settings when necessary to meet the individualized need of the child.

IEP Process

Consistent with IDEA requirements, GCAA ensures that each child referred for special education evaluation be assessed appropriately and that a properly configured IEP team makes determinations as to the eligibility of that student, and if eligible, what is appropriate for that child's needs. As required by law, such teams ensure that a free, appropriate public education is provided in the least restrictive environment appropriate for each child's needs. Parents have a voice in such determinations, consistent with the IDEA. If a student qualifies for special education services, the IEP will establish the individualized program, interventions and accommodations that are appropriate for a student. GCAA provides the services or arrange for them to be provided. The IEP team reviews and revises student IEPs under the timeline established by applicable state and federal law.

Service Delivery

The Grand Center Arts Academy provides all appropriate special education and related services either by providing such services directly or, where preferable and more efficient, engaging a third party contractor. In either instance, the Grand Center Arts Academy, led by the Special Education Lead teacher, takes responsibility for the delivery of special education services and, based on individual students' IEP, integrates special education into the regular academic program. The Grand Center Arts Academy ensures that all students who require accommodations and interventions receive them as set forth in the IEP, on whatever timeline is laid out. If transportation, instructional support or other supports are needed when school is not in session, they nonetheless will be provided in accordance with applicable law. The school is committed to meeting the IEP needs of all of its students.

Communication with Families of Students with Disabilities:

The school complies with all applicable Missouri laws and Federal laws ensuring that parents of students with disabilities are kept informed about how their child is progressing towards their IEP goals, as well as on measures that reflect their mastery of the general curriculum. This includes formal parent/teacher conferences, as well any additional oral, written, or in person communications that might be called for by the IEP or that may be required by circumstances, such as changes in attendance, behavior or academic performance. The school communicates directly with the family whenever it perceives a need to convene an IEP team meeting, disciplinary hearing or other step potentially affecting the student's special education program. Parents of students with disabilities receive the same timely notifications as those provided to other parents regarding performance of their children on standardized assessments. Such communications are consistent with the requirements of the No Child Left Behind Act and other applicable federal and state law.

Appendix B.9.7 Support for English Language Learners

Plan for Educating English Language Learners

The Grand Center Arts Academy will follow a plan of structured English language immersion using evidence-based English learning instructional models such as the Sheltered Instruction Observation Protocol (SIOP). English learners will receive the same academic content as those students whose first language is English. All instruction will be in English; however, the level of English used for instruction, both verbal and written, will be modified to accommodate for any English learner as needed.

Identifying English Language Learners

The Grand Center Arts Academy identifies students whose first language is not English through the Home Language Survey issued by the Missouri Department of Elementary and Secondary Education. The Home Language Survey is part of the application process and is designed to help identify students who may have limited English proficiency.

If the Home Language Survey indicates a language other than English is spoken in the home, or if the child's first language is not English, the student must be screened with the WIDA - ACCESS Placement Test™ (W-APT). As well, the Grand Center Arts Academy will also assess to determine developmental and academic levels for potential placement in other district services (e.g., Title I, Gifted, etc.).

Missouri school districts are required to screen students for English language proficiency and notify parents either in the first 30 days of school or within two weeks of the student moving into the district. The W-APT is the statewide English language proficiency screening instrument and is used to: (1) Identify students who may be English language learners, (2) determine appropriate levels and amounts of English learning services, and (3) determine appropriate tier placement for the annual English Language Proficiency (ELP) assessment (ACCESS for ELLs®).

The Grand Center Arts Academy teachers are educated to detect academic struggles due to limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. The W-APT will be administered to students suspected of having limited English proficiency based on these teacher observations of classroom work, and again, the student's W-APT score will determine if s/he will be classified as an English learner.

The Grand Center Arts Academy does not need parental permission to administer ELP assessments. If parents do not want their child/ren to receive English learning services, they must contact the Principal &/or the Director Special Services to schedule a meeting. The Grand Center Arts Academy will still ensure that English learners make progress in learning English, attain English proficiency, and achieve adequate yearly progress. (Parents may only opt out of Title III supplemental services.)

Exit Criteria for English Language Learning Services

The Grand Center Arts Academy follows the Missouri Department of Elementary and Secondary Education's recommended process for transitioning English language learners from direct language instruction into general education settings. Reclassification is based on the annual ELP assessment results and additional factors.

Reclassification

Students are reclassified based on one of the following methods:

- The student scores an overall proficiency level of 6.0 on Tier C of the ACCESS for ELLs® ELP assessment, or
- The student scores an overall proficiency level of at least 5.0 on Tier C of the ACCESS for ELLs® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets some additional criteria in Table 1, or
- the student scores an overall proficiency level of at least 4.7 on Tier C of the ACCESS for ELLs® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets all of the criteria in Table 1.

Table 1 outlines additional criteria beyond an ACCESS for ELLs® test score. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or English language accommodations on standardized measures.

Table 1

District benchmark or interim assessments (in multiple content areas)
Writing performance assessments scored with the Missouri standardized rubric
Writing samples
Academic records such as semester and course grades
Agreement between the English language acquisition specialist or teacher, classroom teacher(s), other relevant staff, and parents/guardians that language is no longer a barrier to the students' ability to access academic content

Students that meet the criteria of reclassification will be moved from Limited English Proficient (LEP) to Monitored Year 1 (MY1) in the student information system.

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.

Required Monitoring

Grand Center Arts Academy is required to monitor all students two school years after exit from LEP classification. The Grand Center Arts Academy will keep documentation (state assessment scores, final ELP scores, additional criteria, parental notification) on file throughout the two-year monitoring period. During this monitoring period, the Grand Center Arts Academy will provide assistance or support in the general education classroom for all former English learners who struggle academically and will continue to have the responsibility of ensuring that all students are successful in meeting state standards. If at any time during the two year period, evidence indicates that the student is struggling academically due to a continued language barrier, the Grand Center Arts Academy will arrange for a meeting involving English language acquisition specialist or teacher, classroom teacher(s), other relevant staff, the parents/guardians, and if relevant, the student. If the monitored student's performance falls below the reclassified status criteria, s/he may be considered an active LEP student again.

Required Notification

If a student is eligible for English learning services, parents must be notified in a language that they can comprehend. Parental notification describing students' English language proficiency and supporting evidence will be retained on file. The Grand Center Arts Academy will consult with parents prior to formal notification of students' reclassification status.

Appendix B.10 - Board Assurances of Background Checks and Conflict of Interest Statements

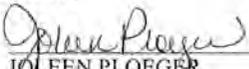
CITY OF ST. LOUIS)
STATE of MISSOURI)

AFFIDAVIT OF JOLEEN PLOEGER

I, Joleen Ploeger, being of lawful age and having been duly sworn upon my oath, do state and depose as follows:

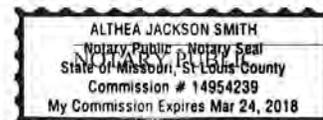
1. I am employed as the Secretary to the Board of Directors of Confluence Academy, Inc. ("the Board").
2. I have personal knowledge of the information contained in this Affidavit.
3. One of my job duties is to ensure that appropriate criminal background and Family Care Registry checks (collectively, "background checks") are conducted on all members of the Board.
4. Background checks in accordance with Board policy have been conducted on all members of the Board. I have received the results of each background check. I maintain the documentation that we received from the Missouri Highway Patrol.
5. The background checks for all of the members of the Board are satisfactory.
6. All members of the Board have also completed Conflict of Interest Disclosure forms, in accordance with Board policy.

FURTHER AFFIANT SAYETH NAUGHT.


JOLEEN PLOEGER

Subscribed and sworn to before me this 19 day of December, 2014.

My Commission Expires:



Appendix B.11– Documentation of Application sent to St. Louis Public Schools



221 North Grand Boulevard
DuBourg Hall, 450
St. Louis, MO 63103
Phone 314-977-3718
Fax 314-977-3079
www.slu.edu

SAINT LOUIS
UNIVERSITY

Office of Charter School Sponsorship

December 19, 2014

Dr. Kelvin Adams
Superintendent
Saint Louis Public Schools
801 N. 11th Street
St. Louis, MO 63101

Dear Dr. Adams,

Via this notice I am officially informing the Saint Louis Public Schools that Saint Louis University has agreed to renew the charter with Grand Center Arts Academy (GCAA). The new charter term will be effective July 1, 2015 through June 30, 2020. The full charter renewal application and all related materials are enclosed

Should you have any questions about GCAA's renewal application or the University's sponsorship commitment, please do not hesitate to contact me directly at (314) 977-2232 or mmcgeeho@slu.edu

Sincerely,

Martha McGeehon
Director, Charter School Sponsorship

- c. Rob Goldson, Board Chair, Confluence Academy, Inc
- Curt Fuchs, Coordinator, Charter Schools Office, Department of Elementary & Secondary Education

Appendix C.1 - Annual Performance Reports for 2013 and 2014

2013-14 MSIP5 score – GCAA

MSIP 5 Standards

	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	15.0	93.8%
Mathematics	16.0	15.0	93.8%
Science	16.0	12.0	75.0%
Social Studies - ~	N/A	N/A	0.0%
Total Points Earned	48.0	42.0	87.5%
2. Subgroup Achievement			
English Language Arts	4.0	3.0	75.0%
Mathematics	4.0	1.0	25.0%
Science	4.0	3.0	75.0%
Social Studies - ~	N/A	N/A	0.0%
Total Points Earned	12.0	7.0	58.3%
4. Attendance			
	10.0	9.5	95.0%
Total	70.0	58.5	83.6%

2012-13 MSIP5 score – GCAA

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	16.0	100.0%
Mathematics	16.0	16.0	100.0%
Science - ~	N/A	N/A	0.0%
Social Studies - ~	N/A	N/A	0.0%
Total Points Earned	32.0	32.0	100.0%
2. Subgroup Achievement			
English Language Arts	4.0	4.0	100.0%
Mathematics	4.0	3.0	75.0%
Science - ~	N/A	N/A	0.0%

Social Studies - ~	N/A	N/A		0.0%
Total Points Earned	8.0	7.0		87.5%

4. Attendance	10.0	10.0		100.0%
Total	50.0	49.0		98.0%

2011-12 APR - GCAA

Total Points Earned									
GRADE LEVEL					GRADE LEVEL				
MSIP Standard/Indicator	Status Points	Progress Points	Status	Progress	Gap Bonus	Status Total	Status + Progress	Points Required	Met/Not Met
9.1*1 MAP Grades 3-5 Mathematics	=	A= RA= 3/2=						40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	=	A= RA= 3/2=						40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	Avg=36	A=10 RA=0 3/2=0	36	10	Y	36	46	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met
9.1*4 MAP Grades 6-8 Communication Arts	Avg=36	A=10 RA=0 3/2=0	36	10	Y	36	46	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Met
BONUS MAP ACHIEVEMENT									Met

BONUS POINT					
MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
BONUS POINT Grade 3-5 Science	F = 0	0			
BONUS POINT Grade 6-8 Science	BA = 2	2			
BONUS POINT Algebra I Mathematics	H1 = 40	40			
TOTAL POINTS		2.0	1.0	3.3	Not Met

2010-11 APR – GCAA

Total Points Earned	
GRADE LEVEL	GRADE LEVEL

MSIP Standard/Indicator	Status Points	Progress Points	Status	Progress	Gap Bonus	Status Total	Status + Progress	Points Required	Met/Not Met
9.1*1 MAP Grades 3-5 Mathematics	=	A= RA= 3/2=						40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	=	A= RA= 3/2=						40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	Avg=36	A=0 RA=0 3/2=0	36	0		36	36	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met
9.1*4 MAP Grades 6-8 Communication Arts	Avg=36	A=0 RA=0 3/2=0	36	0		36	36	40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	Not Met

Total Points Earned

GRADE LEVEL		EOC		GRADE LEVEL		GRADE EOC		0						
MSIP Standard/Indicator	Status Points	Progress Points**	Status Points	Progress Points***	Status	Progress	Status	Progress	Gap Bonus	EOC Bonus	Status Total	Status + Progress	Points Required	Met/Not Met
9.1*5 EOC Algebra I Mathematics	=		=	A= RA= 2/2=									40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	
9.1*6 EOC English II Communication Arts	=		=	A= RA= 2/2=									40 Status 50 Status + Progress 40 Status + Progress + Bonus=Y	

BONUS MAP ACHIEVEMENT

Not Met

**Only Annual points may be earned for 9-11 grade level test data in Year 6 of the Fourth MSIP Cycle.

***Only Annual and Rolling Average points may be earned for end-of-course assessments in Year 6 of the Fourth MSIP Cycle.

SUBJECT AREA AND VOLUNTARY EOC BONUS POINT

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Req	Met/Not Met
Grade 5 Science	F = 0	0			
Grade 8 Science	F = 0	0			
Biology 1 Science	F = 0	0			
Government Social Studies	F = 0	0			
Voluntary					
* Algebra II Mathematics	=				
* Geometry Mathematics	=				
* English I Communication Arts	=				
* American History Social Studies	=				
TOTAL POINTS		0.0	0.0	3.3	Not Met

Grand Center Arts Academy 2013-14 MAP/EOC MPI's by Grade Level

ELA						ELA					
	6	7	8	E1	E2		6	7	8	E1	E2
Advanced	10	15	18	14	21	2014 Advanced & Proficient	54.9	51.4	50.4	35.1	70
Proficient	35	39	44	26	49	2014 Goal (2013 + 5%)	62.0	61.8	44.7	64.4	0
Basic	33	45	60	55	26						
Below Basic	4	6	1	19	4						
INDEX POINTS	293	372	447	358	383						
	82	105	123	114	100						
	3.57	3.54	3.63	3.14	3.83						
MPI	357.32	354.29	363.41	314.04	383.00						
Goal ()				361.00							

MATH					MATH				
	6	7	8	A1		6	7	8	A1
Advanced	9	11	17	1	2014 Advanced & Proficient	51.2	45.2	40.7	21.9
Proficient	33	36	33	20	2014 Goal (2013 + 5%)	50.6	50.2	25.5	70.9
Basic	36	42	53	54					
Below Basic	4	15	20	21					
INDEX POINTS	289	340	396	268					
	82	104	123	96					
	3.52	3.27	3.22	2.79					
MPI	352.44	326.92	321.95	279.17					
Goal ()				391.00					

Grand Center Arts Academy 2012-13 MAP/EOC MPI's by Grade Level

English Language Arts								English Language Arts							
Advanced	Proficient	Basic	Below Basic			Goal (2013 + 10 Index Points)		2013 Advanced & Proficient	6	7	8	E1			
6	9	36	30	4	79	283	358.2	368.2	57.0	56.8	39.7	59.4			
7	24	39	40	8	111	404	364.0	374.0	62.0	61.8	44.7	64.4			
8	10	36	66	4	116	396	341.4	351.4							
E1	20	43	29	14	106	373	351.9	361.9							
	63	154	165	30											

Mathematics								Mathematics							
Advanced	Proficient	Basic	Below Basic			Goal (2013 + 10 Index Points)		2013 Advanced & Proficient	6	7	8	A1			
6	4	32	33	10	79	257	325.3	335.3	45.6	45.2	20.5	65.9			
7	8	39	38	19	104	329	316.3	326.3	50.6	50.2	25.5	70.9			
8	6	17	61	28	112	309	275.9	285.9							
A1	7	22	15	0	44	168	381.8	391.8							
	25	110	147	57											

Grand Center Arts Academy 2011-12 MAP/EOC MPI's by Grade Level

ELA						ELA					
	6	7	8	E1	E2		6	7	8	E1	E2
Advanced	13	12	19			2011 - 2012 Advanced & Proficient	50.5	39.5	51.1		
Proficient	33	35	48								
Basic	41	53	61								
Below Basic	4	19	3								
INDEX POINTS	324	378	473	0	0						
	91	119	131	0	0						
	3.56	3.18	3.61	#DIV/0!	#DIV/0!						
MPI	356.04	317.65	361.07	#DIV/0!	#DIV/0!						
2011 - 2012 Goal ()											

MATH					MATH				
	6	7	8	A1		6	7	8	A1
Advanced	14	11	19	16	2011 - 2012 Advanced & Proficient	46.7	38.7	38.2	84.6
Proficient	28	35	31	17					
Basic	38	48	49	6					
Below Basic	10	25	32	0					
INDEX POINTS	306	364	398	166					
	90	119	131	39					
	3.40	3.06	3.04	4.26					
MPI	340.00	305.88	303.82	425.64					
2011 - 2012 Goal ()									

Appendix C.2 – School District Report Card for the last 4 years

Grade Span: 06 - 07

Title I School: Y

[Missouri School Improvement Program - Annual Performance Report](#)

(1) Preschool Enrollment

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	0	0	0	0

[Definition](#)

(2) K-12 Enrollment

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014
Total	206	343	438	548
Asian	*	*	*	*
Black	68.4%	65.6%	60.0%	60.9%
Hispanic	*	*	*	*
Indian	*	*	*	*
White	21.8%	26.2%	31.5%	29.2%

[Definition](#)

* - Indicates the percent has been suppressed due to a potential small sample size.

(3) Proportional Attendance Rate

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY	76.3%	81.4%	91.4%	84.2%
Asian	100.0%	67.8%	100.0%	100.0%
Black	74.0%	82.6%	88.6%	84.9%
Hawaiian or Pacific Islander				
Hispanic	100.0%	91.7%	98.8%	81.4%
Indian	0.0%	0.0%	100.0%	50.0%
White	77.5%	79.6%	95.7%	83.9%
Multi-Race	100.0%	78.6%	94.9%	77.3%
Female	81.8%	83.3%	91.8%	85.4%
Male	66.9%	77.0%	90.5%	81.1%
Free or Reduced Lunch	68.1%	79.0%	89.6%	81.5%
Limited English Proficient				66.6%
Special Education	72.7%	75.1%	92.1%	76.7%

[Definition](#)

(4) Students Eligible for Free or Reduced-Price Lunch

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014

GCAA Charter Renewal Application – December 31, 2014

Percent	62.8%	62.3%	65.2%	61.4%
Number	123	210	273	325

Definition

(5) Four- Year Graduation Rate

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY				
Asian				
Black				
Hawaiian or Pacific Islander				
Hispanic				
Indian				
White				
Multi-Race				
Female				
Male				
Free or Reduced Lunch				
Limited English Proficient				
Special Education				

Definition

* - Indicates the percent was below 25 percent or below and has been suppressed from this report.

Targets

2012 Graduation Rate Target = 92%
 2013 Graduation Rate Target = 92%
 2014 Graduation Rate Target = 92%

(5) Five- Year Graduation Rate

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY				
Asian				
Black				
Hawaiian or Pacific Islander				
Hispanic				
Indian				
White				
Multi-Race				
Female				
Male				
Free or Reduced Lunch				
Limited English Proficient				
Special Education				

Definition

* - Indicates the percent was below 25 percent or below and has been suppressed from this report.

Targets

2012 Graduation Rate Target = 92%
 2013 Graduation Rate Target = 92%
 2014 Graduation Rate Target = 92%

(6) Dropout Rate

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014
TOTAL	0.0	0.0	0.0	0.4
Asian	0.0	0.0	0.0	0.0
Black	0.0	0.0	0.0	0.6
Hispanic	0.0	0.0	0.0	0.0
Indian	0.0	0.0	0.0	0.0
White	0.0	0.0	0.0	0.0
<u>Definition</u>				

(7) Where Our Graduates Go

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014
Entering a 4yr. College/University	0.0	0.0	0.0	0.0
Entering a 2yr. College	0.0	0.0	0.0	0.0
Entering a Postsecondary (Technical) Institution	0.0	0.0	0.0	0.0
<u>Definition</u>				

(8) Placement Rates for Career-Technical Education Students

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY			0.0	0.0
<u>Definition</u>				

(9) Staffing Ratios

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014
Students to classroom teachers	12	15	15	14
Students to administrators	206	343	219	183
<u>Definition</u>				

(10) Years of Experience of Professional Staff

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY -	3.0	3.0	3.8	7.2
<u>Definition</u>				

(11) Professional Staff with Advanced Degrees

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	35.9	39.2	11.8	31.6
<u>Definition</u>				

(12) Average Teacher Salaries

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014
Average Regular Term Salary	\$39,641	\$39,302	\$41,478	\$42,931
Average Total Salary	\$39,641	\$39,302	\$41,478	\$42,931

Definition

(13) Average Administrator Salaries

	2011	2012	2013	2014
GRAND CENTER ARTS ACADEMY	\$100,000	\$99,000	\$97,040	\$84,330

Definition

(14) Missouri Assessment Program (MAP) Results

Content Area	Grade	Year	Accountable	Reportable	LND	Below Basic	Basic	Proficient	Advanced
Eng. Language Arts	06	2011	92	92	0.0	19.6	43.5	26.1	10.9
Eng. Language Arts	06	2012	91	91	0.0	4.4	45.1	36.3	14.3
Eng. Language Arts	06	2013	79	79	0.0	5.1	38.0	45.6	11.4
Eng. Language Arts	06	2014	82	82	0.0	4.9	40.2	42.7	12.2
Eng. Language Arts	07	2011	99	98	1.0	8.2	52.0	29.6	10.2
Eng. Language Arts	07	2012	119	119	0.0	16.0	44.5	29.4	10.1
Eng. Language Arts	07	2013	111	111	0.0	7.2	36.0	35.1	21.6
Eng. Language Arts	07	2014	105	105	0.0	5.7	42.9	37.1	14.3
Eng. Language Arts	08	2012	131	131	0.0	2.3	46.6	36.6	14.5
Eng. Language Arts	08	2013	116	116	0.0	3.4	56.9	31.0	8.6
Eng. Language Arts	08	2014	123	123	0.0	0.8	48.8	35.8	14.6
Eng. Language Arts	E1	2013	106	106	0.0	13.2	27.4	40.6	18.9
Eng. Language Arts	E1	2014	114	114	0.0	16.7	48.2	22.8	12.3
Eng. Language Arts	E2	2014	100	100	0.0	4.0	26.0	49.0	21.0
Mathematics	06	2011	92	92	0.0	25.0	39.1	26.1	9.8
Mathematics	06	2012	91	90	1.1	11.1	42.2	31.1	15.6
Mathematics	06	2013	79	79	0.0	12.7	41.8	40.5	5.1
Mathematics	06	2014	82	82	0.0	4.9	43.9	40.2	11.0
Mathematics	07	2011	100	99	1.0	17.2	46.5	26.3	10.1
Mathematics	07	2012	119	119	0.0	21.0	40.3	29.4	9.2
Mathematics	07	2013	105	104	1.0	18.3	36.5	37.5	7.7
Mathematics	07	2014	105	104	1.0	14.4	40.4	34.6	10.6
Mathematics	08	2012	131	131	0.0	24.4	37.4	23.7	14.5
Mathematics	08	2013	112	112	0.0	25.0	54.5	15.2	5.4
Mathematics	08	2014	123	123	0.0	16.3	43.1	26.8	13.8
Mathematics	A1	2012	39	39	0.0	0.0	15.4	43.6	41.0
Mathematics	A1	2013	44	44	0.0	0.0	34.1	50.0	15.9
Mathematics	A1	2014	96	96	0.0	21.9	56.3	20.8	1.0
Science	08	2012	131	131	0.0	30.5	38.9	28.2	2.3

Science	08	2013	116	116	0.0	22.4	50.0	22.4	5.2
Science	08	2014	123	123	0.0	21.1	40.7	32.5	5.7
Social Studies	GV	2013	106	106	0.0	17.0	34.9	40.6	7.5

[Definition](#)

(15) ACT Results

(16) Disciplinary Actions

GRAND CENTER ARTS ACADEMY	2011	2012	2013	2014
Suspensions of 10 or More Consecutive Days (number rate)	16 7.8	10 2.9	16 3.7	14 2.6
Expulsions (number rate)	0 0.0	0 0.0	0 0.0	0 0.0

[Definition](#)

(17) ESEA - Annual Measurable Objective

	2012			2013			2014		
	Participation Rate	Pct. Prof/Adv	Status	Participation Rate	Pct. Prof/Adv	Status	Participation Rate	Pct. Prof/Adv	Status
English Language Arts									
Race/Ethnicity									
Amer. Indian or Alaska Native	*	*		*	*		*	*	
Asian/Pacific Islander	*	*		*	*		*	*	
Black (not Hispanic)	100.0%	33.2%	N	100.0%	33.9%	N	100.0%	41.7%	N
Hispanic	100.0%	*		*	*		100.0%	*	
Multiracial	100.0%	*		100.0%	*		100.0%	78.6%	
White (not Hispanic)	100.0%	75.0%	Y	100.0%	78.6%	Y	100.0%	78.0%	Y
Special Programs									

IEP Student	100.0%	*		100.0%	*	N	100.0%	*	N
LEP Students				*	*		*	*	
Map Free and Reduced Lunch	100.0%	34.7%	N	100.0%	41.8%	N	100.0%	43.8%	N
Super Subgroup	100.0%	38.8%	N	100.0%	41.8%	N	100.0%	46.8%	N
Total									
Total	100.0%	46.2%	N	100.0%	49.1%	N	100.0%	56.3%	N
Mathematics									
Race/Ethnicity									
Amer. Indian or Alaska Native	*	*		*	*		*	*	
Asian/Pacific Islander	100.0%	*		*	*		*	*	
Black (not Hispanic)	99.6%	31.7%	N	100.0%	26.4%	N	99.6%	26.4%	N
Hispanic	100.0%	*		*	*		100.0%	*	
Multiracial	100.0%	*		100.0%	*		100.0%	78.6%	
White (not Hispanic)	100.0%	72.4%	Y	99.0%	66.3%	Y	100.0%	61.1%	Y
Special Programs									
IEP Student	100.0%	*	N	100.0%	*	N	100.0%	*	N
Map Free and Reduced Lunch	99.5%	29.8%	N	99.5%	31.9%	N	99.6%	29.4%	N
Super Subgroup	99.7%	36.3%	N	99.6%	32.6%	N	99.7%	30.3%	N
LEP Students				*	*		*	*	
Total									
Total	99.7%	45.8%	N	99.7%	40.3%	N	99.8%	39.5%	N

Super Subgroup is an unduplicated count of students identified as IEP, LEP, FRL, Black(not Hispanic), Hispanic.

Status

Y = Met Target

N = Did Not Meet Target

Targets

2012 ELA = 56.2%, Super Subgroup = 44.21%

2013 ELA = 57.9%, Super Subgroup = 46.61%

2014 ELA = 59.6%, Super Subgroup = 49.02%

2012 Math = 56.4%, Super Subgroup = 44.78%

2013 Math = 58.6%, Super Subgroup = 47.67%

2014 Math = 60.8%, Super Subgroup = 50.55%

* = A cell size of 30 reportable students was not met.

(18) Students in Gifted Education Program

GRAND CENTER ARTS ACADEMY - GRAND CENTER ARTS ACADEMY	2013	2014
Percent	0.0%	0.0%
Number	0	0

Appendix C.3 – Sponsor Performance Contract

Grand Center Arts Academy Performance Contract – 2015-2019

The Performance Contract for Grand Center Arts Academy is a subset of the annual accountability plan goals set each year by Saint Louis University Charter Sponsorship Office. These goals represent the minimum level of performance expected during the next charter term. Performance below any of the goals in this Performance Contract necessarily obligates the University to require interventions in curriculum, instruction, operations, and/or personnel. The University may also mandate changes in curriculum, instruction, operations, and/or personnel should GCAA performance fail to meet standards established yearly in the Annual Accountability Plan. Performance on both this contract and the accountability plan will be considered in any renewal, intervention, probation, or revocation decisions.

Academic Achievement Targets:

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

Table 1. Grand Center Arts Academy Academic Achievement		
Measure	Annual Minimum Targets	
Academic Achievement on State Assessments	"On Track" In All Tested Subjects*	
Subgroup Achievement State Assessments	"On Track" In All Tested Subjects*	
Average ACT Composite	20	
ACT Range	25 th Percentile	75 th Percentile
	TBD**	TBD**

Additional MSIP Targets:

The following goals assume the current state accountability system and structure (MSIP 5) is in place through the 2019-2020 school year.

Table 1. Grand Center Arts Academy MSIP 5	
Measure	Annual Minimum Target
Student Attendance	"On Track"*
4 year Graduation Rate	90%
Overall All APR Score	80%

In addition to the student performance targets the board of directors will also be held to the following minimum standards:

Finance Standards:

1. School will comply with annual auditing and ASBR requirements and remedy any audit findings
2. Produce regular financial statements and ensure board review and oversight of payments, paying all obligations in a timely manner.
3. Meet the minimum 3% fund balance.

Governance Standards:

1. Board adheres to all state and federal laws including Missouri Sunshine Law
2. All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.

Over the five-year length of the contract, Grand Center Arts Academy and Saint Louis University reserve the right to amend targets for each goal based on changes to the state assessment or accountability systems. Performance Contract Targets may also be adjusted, upon mutual agreement, based on GCAA's actual performance on each target over the course of the contract term.

* "On Track" per DESE definition for progress on current MSIP 5 report

**Will be determined after first administration of ACT in spring 2015

Appendix D.1 - Sponsors Monitoring & Evaluation Program



Charter School Monitoring & Evaluation Program

Monitoring & Evaluation:

For each of the operating charter schools it sponsors, Saint Louis University annually conducts a coordinated evaluation of all aspects of the schools, their operations, and their boards of trustees. *SLU's Monitoring and Evaluation Program* includes the following components:

- Board Meeting Attendance and Participation
- Announced School Visits
- Unannounced School Visits
- Financial/Budget Monitoring
- Annual Accountability Plan
- Annual Site Visit
- Annual Accountability Report
- SLU Evaluation Report

University decisions 1) to recommend or require changes in school or board operations, performance outcomes, and/or personnel; and/or 2) to renew or terminate an existing charter are premised on analysis of data gathered/presented via the conduct or product of one or more components of the Performance Evaluation Program. Each of the components is described briefly below.

Board Meeting Attendance and Participation: SLU's charter school liaison will regularly attend and participate in monthly meetings of each school's board of trustees. SLU is cognizant of the need to prudently straddle the often fine/dotted line between appropriately "detached" board oversight and necessary engagement in board discussions and actions.

Announced School Visits: SLU's charter school liaison, as well as other SLU colleagues, will schedule school visits to observe and gather/review data on a school's academic and administrative operations. Visits will be scheduled at least one week in advance, and will be conducted at times agreed upon by both SLU and the school leader.

Unannounced School Visits: SLU's charter school liaison, as well as other SLU colleagues, will conduct unannounced visits to observe and gather/review data on a school's academic and administrative operations.

Financial/Budget Monitoring: SLU's charter school liaison, as well as other SLU colleagues, will conduct monthly reviews of each sponsored school's budget and financial statements.

SLU representatives will contact board members and school administrators for any needed explanation or additional data.

Annual Accountability Plan: Each sponsored charter school is required to collaborate with SLU to develop, no later than August 1 prior to each year of operation, an Annual Accountability Plan for the coming academic year. The Accountability Plan publicly articulates a) the specific annual performance targets against which the school and its board will be measured annually; and b) the methods by which such performance will be measured.

The Annual Accountability Plan addresses four major areas of accountability:

- Compliance with the Governing Charter and All Applicable Law
- The Quality of the Academic Program and Student Academic Performance
- School and Board Operations
- Organizational Viability

Each school must report on progress toward all performance targets established in its Annual Accountability Plan via an Annual Accountability Report (see description below) to Saint Louis University and the public, due no later than May 31st of each year of operation.

Annual Site Visit: Each year SLU will conduct a comprehensive site visit at each sponsored charter school. Site visit teams will be comprised of individuals with significant K-12 educational and organizational expertise (SLU faculty and staff, as well as external K-12 consultants); specialized expertise (e.g. Montessori schooling, special education, non-traditional/at-risk programs, fine arts, etc.) will be represented by site visit team members as befits the particular mission of the school and as deemed of particular interest or concern to SLU and/or a school's board of trustees and school leadership.

The primary goals of the site visit are to:

- Confirm and augment the data and analysis presented in the school's most recent Annual Accountability Report
- Evidence areas of strength and weakness not otherwise addressed via components of the Performance Evaluation Program

Each site visit team follows a standard protocol that includes a) observation of classes; b) interviews with the board of trustees, school administrators, faculty, students, parents, and DESE staff; and c) review of board and school documents, reports, budgets, etc. Each site visit team will collectively author a report of its findings, to which school officials will have an opportunity to correct factual errors as well as write a formal response. Final site visit reports will be made public.

Annual Accountability Report: By May 31st of each year of operation, each sponsored charter school will author an Annual Accountability Report which details the status toward all performance targets identified in the Annual Accountability Plan. Annual Accountability Reports are part of each school's public record of performance. Copies of each Annual Report must be a) sent to SLU, the Missouri Department of Elementary and Secondary Education (DESE) and the superintendent of the St. Louis Public School District (SLPS); b) posted on the school's website; c) made available in print in the school office to anyone.

SLU Evaluation Report: By August 30th of each year, SLU sponsorship staff will author an Evaluation Report drawing upon analysis of data gathered/presented via the conduct or product of one or more components of the Performance Evaluation Program as described above. Although as sponsor SLU is obligated to intervene in board and/or school operations at any time to ensure legal compliance, the health and safety of students, and the integrity of the educational experience, SLU will use its annual Evaluation Report as the primary vehicle via which it recommends or require changes in school or board operations, performance outcomes, and/or personnel.

Intervention:

As detailed in the "Monitoring & Evaluation" section we monitor our schools in a variety of ways and are regularly in conversation with both school personnel and board members. Given the close relationship we are able to address any concerns in a timely manner and can often address and correct before they warrant a formal intervention. However, in the event a concern arises that would warrant a formal intervention we will provide the school with clear, evidence-based and timely notice of contract or charter violations and/or performance deficiencies that warrant an intervention. We will provide the school with clear terms and requirements of intervention. The primary process for this would be as part of the annual evaluation, however if necessary, this could be done at any time if a concern were to warrant immediate action.

Closure:

Saint Louis University will revoke a charter school's charter and invoke the termination clause in our contract with the school if there is clear evidence of extreme underperformance or violation of the law or public trust that seriously jeopardizes students' health, safety or academic futures or public funds. In the event of a school closure, SLU will oversee and work with the school governing board and leadership to minimize educational disruption for students and families, secure public property and funds, and wind up the affairs of the charter school. This includes but is not limited to: timely notification of parents, orderly transition of students and their records to new schools, disposition of funds, property, and assets in accordance with the law. SLU will work with DESE and other appropriate parties to ensure the necessary procedures are followed.

Appendix E.1 - Closure Checklist and Timeline



Closure Checklist and Timeline

NOTE: These are a list of requirements that DESE and SLU will be monitoring. It is subject to change prior to or during closure process. There are also other action items not on this list that staff and board will need to attend to but that SLU and DESE will not be monitoring (eg. moving)

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"> • The Board Chair; • The School Principal/ED; • The Director of Operations or equivalent; and, • Representative from sponsoring organization (SLU) 	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. 	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"> • Reason(s) for school closure; • Briefly outline of support for students, parents and staff; and, • Contact information for The Closure Coordinator. 	Board Chair	Within one week of decision to close	
	Initial Closure Notification Letter: Parents & School	Principal/ED	Within one week of decision to	

4	Distribute letter to faculty, staff and parents outlining: <ul style="list-style-type: none"> Reason(s) for school closure; Initial timeline for transition; and, Contact information for School Closure Coordinator. 		close	
5	Initial Closure Notification Letter: State & Local Agencies Letter to DESE and local school districts (as necessary to inform local district for purposes of enrolling students from the closing school) to include: <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).	Principal/ED	Within one week of decision to close	
Ongoing Activities (Through completion of the closure process):				
6	Continue Current Instruction Continue instruction until end of school calendar for regular school year.	Principal/ED	Ongoing until end of classes	
7	Continue to Administer MAP Tests Continue to administer MAP tests in accordance with regulations and policies.	Principal/ED	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.	Board Chair	Ongoing until completion of dissolution	
9	Maintain Insurance The assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The school 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. 	Director of Operations	Ongoing until completion of dissolution	
10	Reporting of Financial Condition The school 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. 	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	Board Chair	Within 30 days	

	<p>Identify closure reserve funds and acceptable use of such funds to support the orderly closure of the school. These funds may be used to pay the following entities:</p> <ul style="list-style-type: none"> • Retirement systems; • Teachers and staff; • Employment taxes and federal taxes; • Audit preparation; • Private creditors; and, • Overpayments from DESE. 		of decision to close dissolution	
12	<p>Parent/Guardian Closure Transition Letter The school will distribute a letter with detailed guidance regarding transition plan. Notification will include, but not be limited to:</p> <ul style="list-style-type: none"> • Date of the last day of regular instruction; • Cancellation of any planned summer school; • Date(s) of any planned school choice fair(s); • Listing of the contact and enrollment information for charter, parochial, public and private schools in the area; • Information on obtaining student records before the end of classes; • Date for upcoming parent/guardian closure meeting; and, • Contact information for The School Closure Coordinator. 	Principal/ED	Within 15 days of decision to close	
13	<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 timeline for transitioning students; • Present timeline for closing down of school operations; and, • Provide contact information for The School Closure Coordinator. • 	Principal/ED	Within 30 days of decision to close	
14	<p>Employees and Benefit Providers The school will establish an employee termination date and:</p> <ul style="list-style-type: none"> • Notify all employees of termination of employment and/or contracts (include in Staff/Faculty Closure Transition Letter); • Notify benefit providers of pending termination of all employees; • Notify payroll processor of pending closure of the school; • Notify employees and providers of termination of all benefit programs contracts (include in Staff/Faculty Closure Transition Letter); and • Terminate all benefits programs as of the last date of service in accordance with applicable law and regulations (e.g., COBRA). 	Director of Operations	Within 15 days of decision to close	
	<p>Staff/Faculty Closure Transition Letter The school will distribute a letter which outlines transition plans and timelines for staff, including but not limited to:</p>	Board Chair & Principal/ED	Within 15 days of decision to close	

15	<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 The School Closure Coordinator. 			
16	<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 The School Closure Coordinator. 	Board Chair & Principal/ED	Within 30 days of decision to close	
17	<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 	Director of Operations	Within 30 days of decision to close	
18	<p>Notify Contractors/Vendors The school will formulate a list of all contractors and vendors with contracts in effect and:</p> <ul style="list-style-type: none"> • Notify them regarding school closure and cessation of operations; Instruct contractors and vendors to make arrangements to remove any property from the school by a 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 	Director of Operations	Within 30 days of decision to close	
	<p>Notify Creditors and Debtors The school 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 	Director of Operations	Within 30 days of decision to close	

19	<p>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.</p> <ul style="list-style-type: none"> • 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. 			
20	<p>Audit Engagement The school will engage, by a vote of the board, an independent auditor subject to DESE approval, to conduct a final close-out audit of the school. The school 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>	Board Chair & Principal/ED	Within 30 days of decision to close	
Post-Closure Tasks (Within one week to 120 days after the last day of instruction):				
21	<p>Final Report Cards After the last day of instruction, The school 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 	Principal/ED	Within one week after the last day of instruction	
22	<p>Archival and Transfer of Student Records The school 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 	Principal/ED	Within 30 days after the last day of instruction	
23	<p>Payroll and Employment Verification Reports The school 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. 	Principal/ED	Within 30 days of the last day of instruction	
	<p>Itemized Financials The school will review, prepare and make available: Fiscal year-end financial statements; Cash analysis; List of compiled bank statements for the year;</p>	Director of Operations	Within 30 days after the last day of instruction	

24	<p>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.</p>			
25	<p>Final Reporting The school will submit any and all final reports and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.</p>	Principal/ED	Within 60 days of the last day of instruction	
26	<p>Conduct an Inventory and Plan for Disposition of Assets The school will plan for the disposition of all assets, property, and inventory, including assets purchased with federal and Missouri State funds. Specifically, the school 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; • Dispose of all assets in accordance with MO 5 CSR 20-100.261 • 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. 	Director of Operations	Within 60 days of the last day of instruction	
27	<p>Documenting the Disposition of and Transfer of Corporate Records The 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 	Board Chair	Within 60 days of the last day of instruction and ongoing	
28	<p>Audit The school must submit a final closeout audit (by an independent CPA firm or Missouri State auditor, as determined by statute), which documents disposition of all liabilities.</p>	Principal/ED	Within 120 days of the last day of instruction	

**RESOLUTIONS OF THE BOARD OF
DIRECTORS OF CONFLUENCE ACADEMY**

WHEREAS, the Board of Directors of Confluence Academy (hereinafter the “Board”) has determined that it is necessary to amend the Articles of Incorporation of Confluence Academy.

NOW, THEREFORE, BE IT RESOLVED by the Board, as follows:

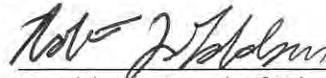
Article VII of the Articles of Incorporation originally adopted on December 8, 2000 shall be replaced with the following Article VII:

ARTICLE SEVEN

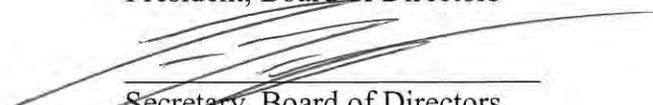
In the event of the dissolution of the corporation or the winding up of its affairs, or other liquidation of its assets, all assets of the corporation remaining after the payment or provision for the payment of the corporation’s debts and liabilities, including honoring any covenants with any bondholders, shall be conveyed or distributed only to such organization or organizations created and operated for non-profit purposes similar to those of the corporation as the board of directors may determine, provided that such organization or organizations qualify at that time as an exempt organization or organizations under Section 501(c)(3) and 501(c)(5) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue law). If applicable, the corporation will comply with the provisions of the Missouri Charter School Act, as amended, of the Revised Statutes of Missouri, regarding closure of charter schools and distribution of unobligated assets. In no event shall any of the assets or property be distributed to any director or officer, or any private individual.

Ayes: 7 Nays: 0

Dated this 27th day of January, 2015.



President, Board of Directors



Secretary, Board of Directors