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| MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM: | December 2018 |
|-------------------------------------------------------|----------------------|

CONSIDERATION OF APPROVAL OF CHARTER SCHOOL APPLICATION FOR
THE SOULARD SCHOOL

| | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| STATUTORY AUTHORITY: | <input type="checkbox"/> Consent Item <input checked="" type="checkbox"/> Action Item <input type="checkbox"/> Report Item |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------|

Section 160.405, RSMo

STRATEGIC PRIORITY

Access, Opportunity, Equity – Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement.

SUMMARY

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

DESE has received a charter school proposal approved by the University of Missouri-St. Louis (UMSL) for a term of five years. The Soulard School anticipates opening within the boundaries of the St. Louis School District for the 2019-20 school year. Over the past fourteen years, the school has operated successfully as a private school serving a diverse group of families mostly from, but not limited, to the Soulard community in St. Louis. The charter school will start operation with 120 students K-5 and eventually grow to 144 students K-5 in the next ten years.

A DESE team has reviewed the proposal and determined that the requirements of the law have been met.

PRESENTERS

John Robertson, Coordinator, Office of Quality Schools; and Bill Mendelsohn, Executive Director, University of Missouri-St. Louis Charter Office, will assist with the presentation and discussion of this agenda item.

RECOMMENDATION

The Department recommends that the State Board of Education authorize The Soulard School to commence operations pursuant to the charter granted by the University of Missouri-St. Louis for five years, effective for the 2019-20 school year.

University of Missouri – St. Louis



The Soulard School

December 2018



Description

- Location: 1110 Victor Street, St. Louis
- Currently open as a K-5 private school, established in 2004
- Proposed 2019-20 opening as a charter school
- No grade expansion plans at this time, serves 120 students

Statutory Requirements

4

| | |
|--------------------------------|---|
| Mission & Vision | √ |
| Organizational Structure | √ |
| Financial Plan | √ |
| Personnel/PD Plan | √ |
| Grade Levels Served | √ |
| School Calendar | √ |
| Measure Pupil Progress | √ |
| Educational Program/Curriculum | √ |
| Charter Term | √ |

| | |
|------------------------------------|---|
| Financial Accounting Procedures | √ |
| Pre-opening Requirements | √ |
| Board Policy | √ |
| Grievance Procedures | √ |
| Sponsor Intervention/Revocation | √ |
| Closure Procedures | √ |
| Special Education/Related Services | √ |
| Distribution of Unobligated Assets | √ |



Qualification for Approval

5

- Compliance with Section 160.405, RSMo.
 - The Soulard School application has met the statutory requirements for approval.
- Sponsor recommendation
 - The University of Missouri – St. Louis agreed to serve as the sponsor of The Soulard School.
- DESE recommendation
 - DESE recommends approval of the application. The initial charter terms are 5 years.



THE SOULARD★SCHOOL

The Soulard School Charter School Application 2019-20

Charter Schools Office
University of Missouri - St. Louis
3651 Olive Street, Suite 203D
St. Louis, MO 63108
(314) 516-4872
mendelsohnb@umsl.edu



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

Oct. 3, 2018

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

RE: Request for State Board Approval of Charter Application for The Soulard School

The University of Missouri-St. Louis has carefully reviewed the charter school application submitted by the Board of Directors and administration of The Soulard School, fully endorses its contents, and requests approval of the school's charter for the next five school years comprising 2019-2024.

Based on the UMSL Charter Schools Office's review of Missouri statutes, UMSL ensures that The Soulard School will operate in compliance with all applicable statutes.

UMSL is pleased to sponsor The Soulard School. Over the past thirteen years, the school has operated successfully as an independent school serving a diverse group of families mostly from but not limited to the Soulard community in St. Louis. We are excited to support the school's efforts to provide a quality education to the students it serves as a public charter school.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Mendelsohn", is written over a light blue circular stamp.

Bill Mendelsohn
Executive Director
UMSL Charter Schools Office

Table of Contents

- Application Cover Sheet 4
- Narrative 6
- A. Education Plan**
 - A.1 Mission, Vision and Educational Philosophy-----8
 - A.2 Student Population, Recruitment and Enrollment ----- 10
 - A.3 Education Foundations, Climate and Culture----- 15
 - A.4 Curriculum and Instruction ----- 31
 - A.5 Assessing Student Performance ----- 44
 - A.6 Instructional Staff----- 52
 - A.7 School Calendar and Daily Schedule----- 55
 - A.8 Special Student Populations ----- 57
 - A.9 Academic Objectives ----- 60
- B. Program Operations**
 - B.1 Overview: Governance, Management and Operations ----- 64
 - B.2 Governing Board Composition and Corporate Organization ----- 65
 - B.3 Management and Operations ----- 72
 - B.4 Financial Operations and Data Management ----- 76
 - B.5 Contracted Services ----- 77
 - B.6 Stakeholder Engagement----- 80
- C. Facility and Budget**
 - C.1 Facility----- 85
 - C.2 Budget ----- 87

Appendices: A – J (Separate documents)

- A.** School Improvement Plan
- B.** Current Staff and Qualifications
- C.** Schedule/Calendar
 - 1. 2019-20 School-Year Calendar
 - 2. Sample Kindergarten Weekly Schedule
 - 3. Sample Fourth Grade Weekly Schedule
- D.** UMSL Performance Contract
- E.** Articles of Incorporation and Bylaws
 - 1. Articles of Incorporation
 - 2. IRS Letter of Determination
 - 3. Missouri Tax Exempt Certificate
 - 4. Soulard School Board Bylaws
- F.** Board of Directors Background Checks and Family Care Safety Registry Forms
- G.** Parent Association Roles and Responsibilities
- H.** Letters of Support from Partner Programs
 - 1. Center of Creative Arts (COCA)
 - 2. Missouri Botanical Gardens
 - 3. Metro Theater Co.
 - 4. Webster University School of Education
 - 5. Saint Louis University Department of Nutrition and Dietetics
 - 6. Mad Art Gallery
 - 7. Gene Slay's Girls & Boys Club
 - 8. Gateway Greening
- I.** Five Year Budget Proposal
- J.** Monthly Cash Flow

Missouri Charter School Application Cover Sheet

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NAME OF PROPOSED CHARTER SCHOOL

The Soulard School

.....

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

The Soulard School

.....

PRIMARY CONTACT PERSON
ORGANIZATION

Sarah Christman

TITLE/RELATIONSHIP TO NOT-FOR-PROFIT

Co-Founder

.....

MAILING ADDRESS

1110 Victor St., St. Louis, MO 63104

.....

TELEPHONE (PRIMARY)

(314) 865-2799

TELEPHONE (SECONDARY)

.....

EMAIL ADDRESS

sarah.christman@soulardschool.org

.....

EDUCATION SERVICE PROVIDER (IF APPLICABLE)

None

.....

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)

1110 Victor St., St. Louis, MO 63104

.....

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED St. Louis City
INTENDED OPENING SCHOOL YEAR FALL 2019

ENROLLMENT PROJECTIONS

| | GRADE LEVEL | PROJECTED ENROLLMENT | | GRADE LEVEL | PROJECTED ENROLLMENT |
|---------------|----------------|-------------------------|------------------|----------------|-------------------------|
| SCHOOL YEAR 1 | K-5 | 120 | SCHOOL YEAR 6 * | K-5 | 144 |
| SCHOOL YEAR 2 | K-5 | 126 | SCHOOL YEAR 7 * | K-5 | 144 |
| SCHOOL YEAR 3 | K-5 | 132 | SCHOOL YEAR 8 * | K-5 | 144 |
| SCHOOL YEAR 4 | K-5 | 138 | SCHOOL YEAR 9 * | K-5 | 144 |
| SCHOOL YEAR 5 | K-5 | 144 | SCHOOL YEAR 10 * | K-5 | 144 |

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADE LEVELS K TO 5 WITH
A PROJECTED TOTAL ENROLLMENT OF 144 ELEMENTARY STUDENTS.

0.0 SCHOOL DESCRIPTION

Mission: The mission of The Soulard School is to be a school that reflects the rich diversity of the neighborhood and surrounding communities; a school that actively involves families in their children's educational life; a school committed to developing physical, social-emotional, and intellectual competencies. The Soulard School will serve as an example of the profound and real possibilities of a community dedicated to educating its children.

Approach: The school is built around four pillars:

Diversity and Inclusion - establish a strong sense of community and belonging within our students, parents and staff.

Child Well-Being - provide a framework for building social and emotional intelligences through the explicit teaching of executive functions.

Integrated Studies Curriculum - combine curriculum for two or more subjects, allowing students to see how ideas are connected to arrive at more meaningful and authentic understanding. With this approach, students are motivated to learn, engaged in their learning, retain their knowledge, and are better able to think critically and collaborate.

Community Engagement - actively involve families to create a shared vision between administration, teachers and parents. The Soulard School actively values the city and sees it as a place of learning, rich with resources and full of opportunities, and we tap into neighborhood and human capital as a source of energy.

Grades Served: The Soulard School will serve grades K-5 from its first year as a charter, 2019-20, onward. Having previously existed for 14 years as a private school, we are confident in our ability to begin with full classes of 20 students each at all grade levels.

Student Benefits: At The Soulard School, students graduate from 5th grade working at or above grade level in the core curriculum areas of Literacy and Math. As importantly, they leave ready to act as advocates for themselves and those around them, and are confident in their ability to think critically, work positively with peers, and contribute to their communities.

APPLICATION CERTIFICATION


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

BOARD APPROVAL

I certify that the founding board of the school has reviewed and formally approved this application on

9/11/18

DATE OF APPROVAL


.....
SIGNATURE - BOARD CHAIR/PRESIDENT
James Holloran

James P. HOLLORAN
.....
PRINTED NAME

10/1/18
.....
DATE

A.1 Mission, Vision, Philosophy and Goals

Mission Statement: The mission of The Soulard School is to be a school that reflects the rich diversity of the neighborhood and surrounding communities; a school that actively involves families in their children’s educational life; a school committed to developing physical, social-emotional, and intellectual competencies. The Soulard School will serve as an example of the profound and real possibilities of a community dedicated to educating its children.

Since the founding of the Soulard School as an independent, equitable tuition-based elementary school, we repeatedly hear things like, “I wish I had known this school was here for my own children,” or “I wish I had attended a school like this,” when providing tours. Middle schools that our alumni attend consistently report that our students are selected for anti-bullying campaigns and peer mentorship opportunities, as well as the honor roll, and we are asked to “please send more;” and our parents, past and present, reiterate time and again that they feel so fortunate to have a school in which their children can be free to be themselves. Simultaneously, our staff frequently speak to “getting to be the teacher I want to be.”

While the perspectives of those who visit our halls vary from prospective parents to community partners to local politicians to middle school administrators, their responses have a resoundingly similar theme: there is a prominent need for a school like ours. A school where both learning and teaching can be joyful, where parents are present and are very much a contributing factor to the school’s growth and maintenance, and where social-emotional learning receives just as much emphasis as academic achievement.

Established in 2004, the school grew from The Little School and Gym, an early childhood program, with the founding staff and families at that time working hand-in-hand to create a different type of schooling for their children. Through this partnership, an elementary program rooted in the practices and values of early childhood emerged, specifically the ideas that learning can be active, playful and joyous, that developing social-emotional health and well-being is valuable, and that empowering children to independently problem-solve for themselves and with their peers is worthwhile. It is this “different type of schooling” that is felt as visitors, students, staff, and parents explore our halls and observe our classes in action.

As a charter, we anticipate continuing to attract families looking for an alternative to the traditional classroom setting, a place where the classroom is welcoming and learning is dynamic. Our parents are also looking for not just a school, but a community among the children and adults, and a place where all students and families are valued partners regardless of background and ability. An active Parent Association and strong parent volunteer presence will continue to bring parents into the building during and after the school day for activities, and foster a sense of belonging that is desired by many families.

We have built and will continue to build a cadre of dedicated staff members that offer unique perspectives, talents, and passions that contribute to our programming. Our staff reflect our philosophy through their diversity, acceptance of all differences, and commitment to doing what is best to meet the needs of students. The majority of our staff holds master's degrees, and through their own studies and pursuits have added a distinctive touch to the curricular experiences they build for their students.

As with any elementary school, we strive to build a strong foundation for children's learning and prepare them for the path ahead. We are committed to understanding the dynamic process of learning across the school community and within each student. Our evolving approach permeates every aspect of our school experience. We take a progressive approach to learning and believe that children learn best by doing, and that their voices and interests should be incorporated throughout their learning experience. We see valuable aspects in many educational theories and programs, and believe that teachers teach best, and students learn best when we are able to incorporate the most meaningful approach to each situation.

We believe that this approach supports the attitudes and behaviors needed today as well as those that will be needed in the future. These include four core pillars of: **Diversity and Inclusion, Child Well-Being, Integrated Studies Curriculum, and Community Engagement.** Each of our pillars are built upon the previous ones, as we build awareness and skills within each pillar that supports students, teachers, and all members of our community to fully engage in our learning environment.

We have served more than 400 students since the school opened its doors, and our students graduate ready to act as advocates for themselves and those around them, and are confident in their ability to think critically, work positively with their peers, and contribute to their communities. They consistently test on- or above-grade level in their next school setting. We are guided by dedicated teachers and supported by an involved parent community, which lends itself to an atmosphere of continuous enthusiasm for learning where students thrive.

With our 14-year history in mind as we transition to a charter and consider our long-term impact, we see the potential for our model to be evaluated and become more formalized. Our progressive approaches have kept us at the forefront of innovative educational ideas and techniques, while our adherence to doing what is best for children have grounded us in practices that embrace the balance of personal development and learning. In the next five to 10 years, we hope to create more opportunities for those in St. Louis City to participate with us in this "different type of schooling" in the form of establishing additional schools in various neighborhoods, developing as a lab school to host apprentice teachers and offer workshops, and achieving greater impact by partnering with various stakeholders in St. Louis education to create similar environments throughout the city.

A.2 Student Population, Recruitment and Enrollment

Serving a Diverse Student Body

The Soulard School has operated as an independent elementary school since 2004 and as a charter model would continue to serve students from across St. Louis City. Under our tuition-based model, we used a sliding scale and worked to attract a diverse student body, with the goal of having a one-third of families paying full tuition of \$9225, one-third paying in a mid-range, and one-third falling in the free- and reduced-price lunch (FRPL) income level. As recently as 2017-18, the number of students at the elementary level who would qualify as low-income under FRPL guidelines was around 45 percent.

This idea of socioeconomic diversity has always been central to the school. Research dating back to the Coleman Report in 1966 emphasizes the effect that social composition of schools has on student performance.¹ Many studies since then have shown that socioeconomic, as well as racial integration, can have proven benefits for all students. The Century Foundation reports that students from all backgrounds who attend socioeconomically diverse schools:

- Have higher than average tests scores and annual achievement gains
- Are more likely to enroll in college
- Show more skills in creative thinking, problem solving and critical thinking
- Are more likely to seek out integrated life settings as adults and live in more integrated areas
- Are more prepared to participate in a diverse, global economy²

While The Soulard School will not specifically control for socioeconomic diversity in applications, we will continue to use all available outreach methods to ensure a diverse pool of applicants and student body. We anticipate that our FRPL figure will remain between 40-50%.

The school has also sought racial/ethnic and cognitive diversity. As an independent school, approximately 25% of the elementary student population are students of color, and we anticipate that number to increase to 40-50% within the first few years of becoming a charter, and be similar to schools such as Lafayette Prep and City Garden. For the 2017-18 school year, approximately 15% of our students had a diagnosis that qualified them for special services, including speech, occupational therapy and paraprofessional help. As a charter, we anticipate that this diversity will continue, with our budget including funds to support 15% of our student population requiring IEP-level support.

¹ Coleman, James S., et al., (1966). *Equality of Educational Opportunity*. Washington, D.C.: U.S. Department of Health, Education, and Welfare. Office of Education/National Center for Education Statistics. 325. <http://eric.ed.gov/?id=ED012275>.

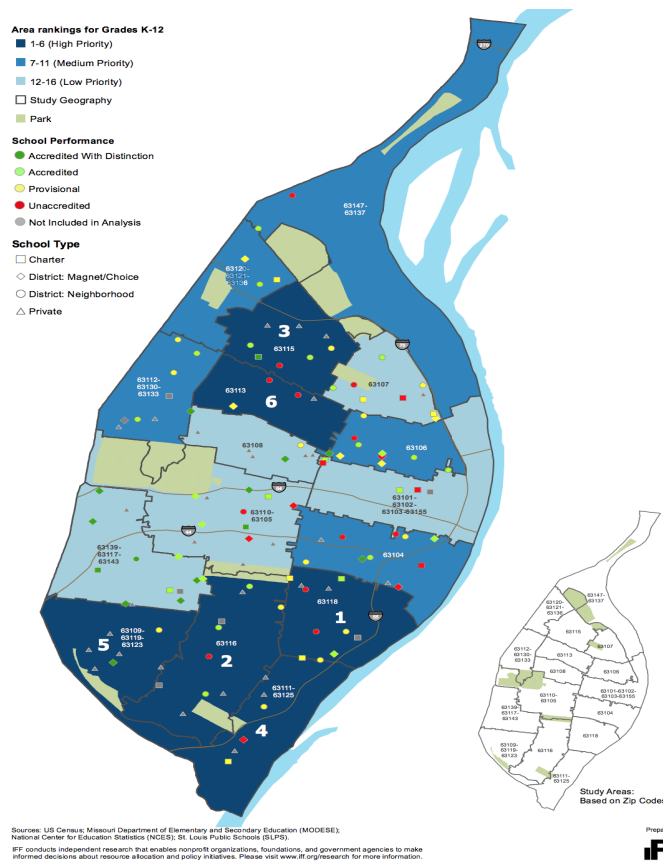
² The Century Foundation. <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>

Location and Demographics

One way the school will work to ensure diversity is to continue recruiting a variety of students from the surrounding neighborhoods and throughout the city. The school will not provide transportation, but anticipates continuing to attract families from all over the city, primarily the surrounding neighborhoods of Soulard, Lafayette Square, Dutchtown, Benton Park, Fox Park, LaSalle Park, Clinton-Peabody, Tower Grove South and Tower Grove East. These neighborhoods provide striking diversity in household income levels. While the median income level of our census tract³ in Soulard in 2016 reported \$51,195, 25 percent of households made less than \$25,000, while 20 percent made more than \$100,000.

The school is located on the border of 63104 and 63118 zip codes. While there are various options for schooling locally, a 2014 study by IFF⁴ indicates that these two zip codes have among the highest needs in the city for additional seats at quality elementary schools.

Figure 1. Saint Louis Priority Enrollment Areas



³ United States Census Bureau. <https://www.census.gov/quickfacts/fact/chart/stlouiscitymissouri#viewtop>

⁴ IFF. http://www.iff.org/wp-content/uploads/2017/05/STL_School_Study_Maps_2014-15.pdf

Community Demand and Admissions Projection

When the school converts from a tuition-based model to charter model in fall 2019, we anticipate that all families currently enrolled who are eligible under charter statutes will apply for admission, for a total of approximately 90 applicants for 120 available seats. In addition, the school already receives more applications annually than there are seats for students under our tuition-based model, especially at the kindergarten and 1st grade level. It is anticipated that interest from the community will only increase when tuition is removed as a barrier to families.

We anticipate a significant number of kindergarten applicants for 2019-20, both from our tuition-based pre-k program (10 applicants) and from elsewhere, necessitating a lottery for kindergarten placement (see below for lottery procedures). For the upper elementary grades (1st-5th), communication with our current families indicate that all hope to remain at the school through the charter transition. These families, combined with additional applicants looking to transfer from other schools, will be sufficient to fill the 1st-5th grade classes with a minimal waiting list for those grades.

Outreach and Advertising

Monthly admissions tours and weekend Open House events in October and January each year will provide numerous opportunities for families to visit the school and receive all needed enrollment materials and information. The school's website will provide downloadable/printable application materials, as well as an admissions calendar and other important information about the school. The school's Facebook page will provide further reminders to the public about admissions events and deadlines, as well as regular documentation about the school so that interested parents can easily get a sense of the school's approach and philosophy. In the past, basic advertising on Facebook, flyers in local community centers, participating in school fairs, and spreading the word through yard signs and notifications on local social media groups such as NextDoor have provided a diverse group of interested families, and we would continue these outreach efforts. We anticipate full enrollment from year one, especially at the lower grade levels.

Admissions Procedures

For admissions, families will need to complete a paper application and provide proof of residency, immunization records and birth certificate, as well as federally-mandated information about ELL, migrant and homeless status. The application will also include a section to state if students have been previously evaluated or identified for specific learning needs, including

special education or gifted education. Families will also need to provide additional information, including permission slips and emergency contact info, prior to the start of the school year, and will be strongly encouraged to tour the school and meet with administrators prior to applying. The school will accept new applications on an on-going basis until the application deadline of February 1 prior to the start of the next school year.

If the number of applications received by February 1 exceeds the number of spots available at a given grade level, a lottery will be conducted to determine placement. Students not placed will be assigned to a waiting list. The school will notify families by email and paper mail as to whether they are offered a spot, or placed on the waiting list. If admitted, they have 10 days from notification to confirm their enrollment or their spot will be considered declined.

Waiting List and Second Lottery

Students on the waiting list will be assigned a number on the list (i.e. fifth on the list for first-grade placement) and placements will be made as spots are available. Families offered placement from the waiting list will have 10 days to confirm their enrollment.

Families applying after the first-round lottery deadline of February 1 will have their applications placed in a second lottery pool. A second lottery will be conducted on April 15 and all applications received between February 2 and April 15 will be pulled and be added to the first-pool lottery waiting list. Any applications received after April 15 would be added to the waiting list or placed immediately if there is space.

Priorities in Admissions

Eligible children of staff, as well as siblings of current students, would receive priority in admissions and be placed first in the lottery. A staff member's child is defined here as their biological child, step-child, adopted child, or foster child with long-term placement. Siblings are defined as children who share a biological, adoptive or foster parent in common.

Re-Enrollment

After year one (2019-20), returning students would be asked to complete re-enrollment forms prior to the February 15 deadline, and their spots would be reserved for them automatically. The lottery will then include only new kindergarten and upper-grade applicants.

Attrition

In our years as a private school, the top reason for attrition by families has been the barrier of tuition. As we shift to charter, this may bring about demographic shifts as we are better able to serve students in poverty who may be more transient. Overall, we anticipate we will be able to maintain or improve upon our annual elementary attrition rate of 10 percent, which has been consistent for the past five years. Research shows that students benefit from staying at a school consistently through elementary school.⁵ We feel confident that our ability to retain students and families in our warm and welcoming school will be reflected directly in our students' performance. As we will welcome students equally from all parts of the city, the impact of student mobility on enrollment should be minimized, as long as parents are able to provide transportation and remain within the city boundaries.

When students do leave, we will "backfill" all grade levels with new applicants the following school year as allowed by staffing and budget to maintain class sizes of 20-24 students. See Table A 2.1 for anticipated enrollment numbers.

Table A 2.1 Anticipated Elementary Enrollment by Year

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-------|---------|---------|---------|---------|---------|
| K | 20 | 21 | 22 | 23 | 24 |
| 1 | 20 | 21 | 22 | 3 | 24 |
| 2 | 20 | 21 | 22 | 23 | 24 |
| 3 | 20 | 21 | 22 | 23 | 24 |
| 4 | 20 | 21 | 22 | 23 | 24 |
| 5 | 20 | 21 | 22 | 23 | 24 |
| TOTAL | 120 | 126 | 132 | 138 | 144 |

⁵ Sparks, Sarah D. (2016). Student mobility: how it affects learning. *Education Week*. 37(37). <https://www.edweek.org/ew/issues/student-mobility/index.html>

A.3 Educational Foundations, Climate and Culture

At the Soulard School we are committed to understanding the dynamic process of learning across the school community and within each student. Our evolving approach permeates every aspect of our school experience. We take a progressive approach to learning and believe that children learn best by doing, and that their voices and interests should be incorporated throughout their learning experience. We see valuable aspects in many educational theories and programs, and believe that teachers teach best, and students learn best when we are able to incorporate the most meaningful approach to each situation.

We believe that this approach supports the attitudes and behaviors needed today as well as those that will be needed in the future. These include four core pillars of: Diversity and Inclusion, Child Well-Being, Integrated Studies Curriculum, and Community Engagement. Each of our pillars are built upon the previous, as we build awareness and skills within each pillar that further supports students, teachers and all members of our community to fully engage in our learning environment.

1. Diversity and Inclusion

It is The Soulard School's mission to establish a strong sense of community and belonging within our students, parents and staff.⁶

At The Soulard School, belonging means:

- Everyone feels safe and comfortable
- We are able to express our experiences and engage and interact with our community
- We are able to actively engage and be a part of activities/experiences without restriction
- We feel at home, welcome

We see the power of self-discovery, and believe that as you learn about others, you learn about yourself. The Soulard School welcomes students from across the city. We work to actively recruit many kinds of students and families, believing that everyone learns best in a diverse setting. We seek to build a community with racial, socio-economic, geographic and cognitive diversity, where parents, teachers and students can come together to learn and grow. As such, diversity of all kinds will be represented not only in our community, but in our curriculum, our libraries, our provocations, and in our experiences. We will not shy away from conversations around diversity as they arise naturally through a child's attempts to make sense of the world

⁶ Powell, John A., Menedian, Stephan. (2016). The problem of othering: Towards inclusiveness and belonging. *Othering and Belonging. Expanding the Circle of Human Concern. 1.* 14-35. <http://www.otheringandbelonging.org/editors-introduction/>

around them, and will actively and intentionally insert tenets of The Social Justice Standards developed by the Teaching Tolerance⁷ into our integrated learning program.

As an urban school, we know it is important for our students to learn beyond our school walls. As we work within our school community to find shared language, and methods for processing big ideas and events related individual and community identity, we are also taking our students out into our city to volunteer, learn about others and build a strong understanding of themselves as a citizen and active community member. "Children possess civil rights to participate in the cultural and civic activities in their communities. Cities belong to the adults and the children who live there and are capable of generating compelling insights about their communities."⁸

Our ability as a school to achieve this level of belonging, community mindedness and citizenship is directly connected to our ability to address child well-being and implement our integrated practices. This concept of connection between these areas is supported in recent recommendations by Teaching Tolerance and other groups.⁹

2. Child Well-Being

Forward Through Ferguson reminds us that educators play an essential role in creating a supportive school culture and advocating for the well-being of students.¹⁰ Through our programming and social emotional curriculum, The Soulard School proactively creates a school culture that respects and values all students, fosters understandings of all kinds, and incorporates health and wellness. We provide a framework for building social and emotional intelligences through the explicit teaching of executive functions. This approach includes self-regulation instruction that emphasizes an inclusive environment and individualizes strategies with intention and flexibility to promote awareness and autonomy. This is combined with a class and school structure aimed at empowering students and building a sense of purposeful responsibility and belonging. We know that children are capable, and develop skills in our framework within in this culture of integrity.

- *Yoga, Movement and Mindfulness* - Every class day includes forms of yoga, movement and mindfulness exercises. (See p. 30)
- *Self-Regulation Tools* - The school uses the Alert Program, comparing the body to an engine. (See p. 31)

⁷ Teaching Tolerance. https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

⁸ Krechevsky, M., Mardell, B. Filippini, T., Tedeschi, M. (2016). Children are citizens: The everyday and the razzle-dazzle. *Innovations in Early Education*. 4-15.

<http://www.pz.harvard.edu/sites/default/files/krechevsky%20mardell%20filippini%20tedeschi-Innov.23.4web.pdf>

⁹ Critical Practices for Anti-Bias Education. https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf

¹⁰ Forward Through Ferguson. <https://forwardthroughferguson.org/report/signature-priorities/youth-at-the-center/>

- *Buddy Circles* - This program, developed by the school in conjunction with Webster University, brings together small groups of students for peer mentoring and support around specific issues. (See p. 33)
- *Student Responsibilities* - As students move through the grades, they are expected to play an increasingly active role in the school. Beginning at the kindergarten level, this includes having input on subject studies, book selections and other items tied to the curriculum, as well as leading yoga or group discussions. Students are encouraged to take responsibility for tasks in their classrooms and around the school through “jobs,” while upper grade students help cook, clean up the kitchen after lunch, and care for the school’s chickens and garden, as well as serve as mentors for younger students.
- *Nutrition & Culinary Arts Program* - Research shows that healthy eating is key to children’s development and ability to regulate emotions and focus¹¹. Our Nutrition & Culinary Arts program ensures that all students receive fresh and balanced meals daily, along with Nutrition education and a kitchen class program that helps them build knowledge about where food comes from and how to prepare and enjoy a wide variety of foods. This includes hands-on experience growing vegetables and herbs in the school’s garden and tending our chickens.
- *Teacher as Model* - Do not underestimate the power of example when interacting with students. A teacher’s presence, patience, perseverance, willingness to admit mistakes, kindness, interest in others, joy of learning and eagerness to take chances all aid students in their own growth and development.

Teacher as Model

Teacher presence specifically refers to the ability to gain and hold students’ attention, build rapport with students, motivate and engage students within learning experiences, proactively manage student behavior, and facilitate student transitions between learning activities. Influenced by the concept of “withitness,”¹² teacher presence is pivotal in a number of effective teaching practices including communicating high expectations to students; understanding students’ interests and backgrounds; and fostering and maintaining a safe, positive learning environment.

Students have many opportunities to express their choices during each day at The Soulard School. As adult models, it is our responsibility to ensure that each child’s voice is heard, that choices are appropriate, and that there is balance between student-initiated learning and

¹¹ Taras, Howard (2005). Nutrition and student performance at school. *Journal of School Health*. 75. (6). 199-213.

¹² Kounin, J. S. (1970). *Discipline and group management in classrooms*. New York, NY: Holt, Rinehart and Winston.

teacher-directed learning. We expect students to be respectful in expressing ideas, opinions and preferences, and when they disagree with the goings-on or direction of the group. Teachers model conflict resolution, flexible thinking, and collaborative problem-solving. Our students are permitted to thoughtfully advocate for another option, method, or avenue if needed, and our teachers respond using respectful, clear, and consistent language for discussing whether the student-suggested approach is feasible or not.

Furthermore, our students feel included, supported, and respected through all aspects of their day as teachers model a consistent, shared language and framework for support, provide time for meaningful goal-setting and self-reflection, demonstrate empathic discipline through logical and/or natural consequences and genuine connections and understanding, and exhibit strong self-awareness of the individual within the group. This aspect is most obvious in our integrated studies program as we emphasize a student-centered approach to learning that acknowledges our students' unique challenges and strengths, and their interests and uncertainties, as well as the connections across subject matter.

3. Integrated Studies Program

Everything is connected - in life and in learning. At its basic level, our integrated studies program combines curriculum for two or more subjects, allowing students to see how ideas are connected to arrive at more meaningful and authentic understanding. With this approach, students are motivated to learn, engaged in their learning, retain their knowledge, and are better able to think critically and collaborate¹³. Within this academic approach, we intentionally create content and conversations around our initiatives in diversity and inclusion, and child well-being, whether it is building the capacity for empathic listening using Whole Body Listening,¹⁴ or teaching a gender-inclusive lesson on the reproductive system that includes concepts of human rights and freedom of expression.

Our teachers do not rely on a set of textbooks to set the curriculum. With the Missouri Learning Standards as our base, teachers and students build the curriculum together each year. Student interests are incorporated into in-depth, cross-curricular studies, and vertically connect the grade levels for continuity and depth. Teachers draw from a variety of sources and influences, including elements of teaching found in Montessori¹⁵ and Reggio Emilia classrooms,¹⁶ and build on educational theories from Project Zero,¹⁷ Howard Gardner, and others.¹⁸ With our low

¹³ Drake, Susan, (1998). *Creating integrated curriculum: Proven ways to increase student learning*. Thousand Oaks, CA: Corwin Press.

¹⁴ Think Social Publishing, Inc. <https://www.socialthinking.com>

¹⁵ Montessori, Maria. (1973). *From childhood to adolescence*. New York, NY: Schocken.

¹⁶ Edwards, C., Gandini, L., Forman, G. (Eds.) (2011). *The hundred languages of children: The Reggio Emilia experience in transformation*. 3rd Edition. Westport, CN: Praeger.

¹⁷ Project Zero. Harvard Graduate School of Education. <http://www.pz.harvard.edu/who-we-are/about>

¹⁸ Gardner, H. (2011.). *The theory of multiple intelligences: As psychology, as education, as social science*. Speech presented at Honorary degree from José Cela University in Spain, Madrid.

student-teacher ratio (maximum 12:1), teachers are also able to genuinely know each student as a learner, and help them build on their strengths at an individual level as they work to form a classroom community. Trimester evaluations provide an in-depth assessment of student progress toward goals and standards, as well as narratives about student growth, both academic and social-emotional. Students are active participants in their mid-year conference, presenting their progress and goals to their parents and teachers, and forming strategies and supports together.

Teacher As Researcher

The Soulard School emphasizes a student-centered approach to learning. Teachers research the interests of the students by observing them in casual conversations, during work time, and especially during play and unstructured time. This research is one of the teacher's first tasks with a new group of students and must be done before most planning can take place. The student interests are then incorporated into the learning environment in a way that allows students to explore and extend their understanding. As students read books, interact with materials, talk with each other and ask questions, a path to learning unfolds. As the path unfolds, educational concepts emerge, and the teacher is able to support and assist students with terminology, connections to prior and personal knowledge, and documentation.

Our school's philosophy offers opportunities for flexibility and individualization. As a result, classrooms will always differ from one another. However, there is a base of understanding that will be present in all instruction and programming. We draw from the following components to ensure consistent approaches:

- *Design Thinking*- This refers to the ability to adapt inquiry as understanding deepens and/or situations change.
- *Co-Teaching Classrooms*- Utilizing the skills and collaboration of two classroom teachers to build original curriculum and support student learning.
- *Universal Design for Learning* - In order to meet the diverse needs of students, our teachers plan using UDL methods which include how content is represented, how students participate (action and expression), and how students stay engaged.
- *Project or Place-based Learning* - When planning, our teachers are thoughtful about how they integrate and use our community as a resource/learning vessel (place-based) as well how they can support real-world learning opportunities (project-based) that connect content in a meaningful way.
- *Metacognitive Practices* - This refers to the teacher's ability to carefully reflect on their own teaching practices. Using twenty-three themes of teacher artisanship (craft) from *The Artisan Teacher* by Mike Rutherford,¹⁹ teachers are better able to reflect on their own thought processes while planning, implementing, and assessing lessons. These

¹⁹ Rutherford, M. (2013). *The artisan teacher: A field guide to skillful teaching*. Weddington, NC: Rutherford Learning Group.

themes provide common language and structure for teachers as they talk about, reflect upon, or make plans/assessments related to their practices.

Using the above approaches, teachers act as facilitators of learning. Teachers in our classrooms may be seen: circulating among groups or individuals asking questions, recording information shared by students for the group to refer to, supplying a resource, using manipulative or tool to assist a student in their discovery, facilitating the sharing of information or ideas between individuals or groups, and conducting formal and informal assessments.

This comprehensive and effective approach will be monitored to inform instruction as an avenue for efficient instructional adjustments as well as enrichment of the learning process through:

- *Curriculum & Program Evaluation*- Curriculum and program evaluation is an ongoing process with both qualitative and quantitative measures used.
- *Curriculum Development*- The curriculum has grade-appropriate objectives. However, the curriculum is also emergent and sensitive to an ongoing evaluative process.
- *Student Learning & Assessment*- The tools chosen to monitor student growth reflect the school's approaches by including multiple methods to demonstrate knowledge/mastery and allow opportunities for students to learn to self-assess.
- *Teacher Effectiveness & Evaluation*- The classroom teacher is also a researcher; studying the student's learning as well as his/her own ongoing learning/education. For the students, the teacher is seen as a facilitator. His/her responsibility is to effectively support and scaffold student learning.

A teacher participates in the learning process by providing opportunities for students to discover and learn. The Soulard School teacher balances time dedicated to direct instruction with opportunities to support students in self-discovery. Students do not rely on teachers for the "right" answer or for information they are capable of obtaining themselves. They are given many opportunities to initiate, plan and direct their own learning. Students are able to learn and demonstrate what they have learned in a variety of ways.

4. Community Engagement

As a school, we are privileged to share a foundational time in both children and their parents' lives. The Soulard School was built upon a foundation of community-building as parents and founders came together to grow the school, as a physical space and as a learning model, making this an intimate and personal endeavor. It is our objective to continue to facilitate healthy growth of both the individual *and* the community in both respects. We are reminded and remind others not to take it for granted. Education is something that we do *with* our students and families, not for them.

The Soulard School has developed a model for how community engagement evolves within our school, strengthens our relationships and sense of belonging.

Figure 2. The Soulard School Model for Community Building and Engagement



- *I see you*- This first step focuses on the importance of acknowledging others in your everyday life. It starts with a simple statement letting another person know they are known and seen.
- *I learn from you*- Letting others know that you value their input, ideas and expertise. By reaching out to those that have skills and knowledge that will support a program, project, event or hardship confirms that not only are they seen but they are valued.
- *I want to partner with you*- Engaging those that you see and learn from in meaningful ways. In this stage we utilize the strengths that each community member brings and work together towards a shared goal.
- *I make plans/change with you*- Once you are in partnership, the work you do affects not only your relationship but the community where you are working.
- *I belong*- Each of these phases builds to a sense of belonging. This is the level of relationship that binds community and encourages members to trust and continue to engage in the process with others.

This process is happening at multiple levels within our student, staff and parents. We use it as a way to establish a healthy community. It is also a reflective tool, if we see that a situation is not moving forward we look to this model to see if there is a skipped step or a need to revisit.

Our Parents

The Soulard School's unique model is built on parental involvement in every aspect of the school's operation and development. We actively involve families to create a shared vision

between administration, teachers and parents. Families are encouraged to volunteer three hours every month, assisting the school in projects and activities. This not only allows us to save money that would otherwise be spent on outside services, it also builds community among families as parents work together to serve lunches, weed the garden or offer after school clubs. In recent years, families have collectively logged more than 4000 hours of service annually. See Section B.6 for more information on how we work to engage parents.

Our Neighborhood & Urban Partners

The Soulard School actively values the city and sees it as a place of learning, rich with resources and full of opportunities, and we tap into neighborhood and human capital as a source of energy. Our approach to education and community engagement demands a resourcefulness born of creativity, flexibility and grit. Among other urban activities, classes walk to public parks, take public transportation, and utilize the Soulard Farmers' Market. By incorporating all the elements of the neighborhood, our students see that everything they need is available and possible with and within their community. Our community partnerships with Soulard organizations like Gene Slay's Girls and Boys Club and Mad Art Gallery directly support the school's educational programs. See Section B.6 for more information on how we engage with our community and partners.

It is this unique model and fusing of our core pillars that allow us to create original programming that empowers teachers, engages families and includes students. Through innovative leadership programs, relevant community partnerships and authentic experiences that elevate every type of learner, our model results in children who know they can have an impact.

Supporting the Social-Emotional/Behavioral Needs of Students

It is within this culture of integrity that our community learns, works, and grows together, academically as well as socially, emotionally, and behaviorally. Just as we acknowledge and understand that academic skills require explicit teaching through meaningful and authentic experiences, coupled with practice, more practice, and necessary feedback, we so too acknowledge that behavior is also learned best by doing. Thus, we will integrate components of Positive Behavior Interventions and Supports (PBIS)²⁰, restorative justice practices and responsive-classroom techniques, self-regulation and mindful meditation tenets from evidence-based programs, as well as ongoing social-emotional programming currently established.

²⁰ Positive Behavioral Intervention and Supports. <https://www.pbis.org>

Yoga, Mindfulness

Daily yoga has been an intentional part of the classroom schedule since the inception of our school, and has provided the basis for our expansion into self-regulation and executive functions, mindful movement, and guided relaxation and meditation, all under the umbrella of child well-being and, ultimately, children’s mental health. Research indicates that when students have the opportunity to learn yoga and mindfulness techniques and practice daily, even for short periods of time, they are more likely to experience positive self-esteem and healthier relationships, have increased self-regulatory skills,²¹ greater competence in social skills, and higher academic achievement.²² Students will participate in class wide yoga each morning, with modifications unique to individual needs, paired with conversations around its purpose and intentions, and reflection on its effects on the class and the individual learner. Additionally, we anticipate partnering with Smiling Mind,²³ an Australian mental health organization with an evidence-based mindfulness curriculum for schools. We would be the first school in the U.S to incorporate this unique program as part of a child well-being initiative, and within the larger context of mental health as a school responsibility.

Self-Regulation

Students must develop competencies of all kinds to successfully navigate their relationships, investigations and inquiries, and collaborations.²⁴ We empower our students with tools necessary to build upon their unique neurology, and provide sensory-oriented provocations at an early level to help them understand their natural tendencies to avoid, seek out, or over-indulge in various stimulatory experiences through explicit instruction in self-regulation.²⁵ We use direct language to discuss the sensations and feelings that accompany states of under- or over-alertness, and the implications these states can have on our emotions, motivation, and ability to relate with others. For our students to understand the concept of “balanced,” we will initiate a school-wide program implementing self-regulation as a pivotal executive-function using an adapted version of The Alert Program.²⁶ This evidence-based program uses the analogy of a car’s engine to teach the neurological and physiological implications of hyper- and hypo-arousal. Students develop a vocabulary around being “too high” or “too fast” as an

²¹ Lisa Flook, Susan L. Smalley, M. Jennifer Kitil, Brian M. Galla, Susan Kaiser-Greenland, Jill Locke, Eric Ishijima & Connie Kasari (2010) Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26(1). 70-95.

²² Beauchemin, James, Hutchins, Tiffany L., Patterson, Fiona. (2008). Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. *Journal of Evidence-Based Integrative Medicine*. 13(1), 34-45.

²³ Smiling Mind. The Mindfulness Curriculum. <https://www.smilingmind.com.au>

²⁴ Blair, C. and Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*. doi: 10.1146/annurev-psych-010814-015221.

²⁵ Sasser, T. R. and Bierman, K. L. (2012). The role of executive functions skills and self-regulation behaviors in school readiness and adjustment. *Society for Research on Educational Effectiveness*.

²⁶ Therapy Works, Inc. The Alert Program. <https://www.alertprogram.com>

increased likelihood of “spinning out and crashing,” whereas, being “too low” or “too slow” can lead to “puttering out” or “dragging along.” Using the established framework and suggested scope & sequence adapted from The Alert Program, this understanding moves from the tangible car analogy to the abstract as learners connect self-regulation to personal and group success, healthy dynamics and relationships, and emotional and mental health. This initiative will be further supported with components from *Zones of Regulations*,²⁷ which incorporates emotional literacy and social skills instruction. Though each program was developed to specifically address the learning needs of children with neurological atypicalities, such as ADHD, Autism Spectrum Disorder, or Sensory Processing Disorder, we are adapting these interventions as a school-wide preventative measure.

Our goal with instruction in self-regulation, yoga and mindfulness is to provide a proactive method to: scaffold executive functions (self-assessment, -monitoring, -regulation); help students recognize and expand on self-regulation strategies; help students recognize the internal and environmental effects of self-regulatory activities;²⁸ support students with executive dysfunction.²⁹ document and open a dialogue; understand and reflect on behavior patterns and levels of alertness in themselves; and provide a consistent language.

Shared Language and Framework for Support

Pulling from PBIS, as presented by the Office of Special Education Programs,³⁰ a shared language encompassing integrity and its practices -- empathy, respect, responsibility, gratitude, and inclusion -- will be introduced, labeled, and modeled as concrete behavioral acts as part of the daily classroom dialog, and more explicitly discussed in classroom morning meetings, schoolwide weekly assemblies, within curricular context, and as natural and organic opportunities for reflection occur, with the goal of proactively preventing the occurrence of disruptive and/or disrespectful, unkind and/or thoughtless, or hurtful and/or dangerous acts. Ultimately, it will be understood by all staff that unpredictable or surprising behaviors that disrupt learning and the learning environment are an inevitability when working with children who either may not understand what is being asked of them, lack the skills to perform what is being asked of them, or that what is being asked of them is at odds with their innate ability.

Each classroom and extended core teacher will be tasked with explicitly/concretely defining and modeling what each tenet of integrity looks like, sounds like, and feels like within their situational context. For example, each lunch table will use a table tent for signage that prompts and reminds learners to act with integrity as defined what their **body** should be doing, their

²⁷ Thinking Social, Inc. Zones of Regulation. <https://zonesofregulation.com/index.html>

²⁸ Cahill, S.M. (2006). Classroom management for kids who won't sit still and other “bad apples.” *TEACHING Exceptional Children Plus*. 3(1) Article 6.

²⁹ Barnes, K. J., Vogel, K. A., Beck, A. J., Schoenfeld, H. B., and Owen, S. V. (2008). Self-regulation strategies of children with emotional disturbance. *Physical & Occupational Therapy in Pediatrics*. 28(4), 369-387.

³⁰ Positive Behavioral Intervention and Supports. <https://www.pbis.org>

volume should be, their **words** at this time, and the unique qualities of the context, or **TSS lunch**, such as passing to the right, appropriate servings, and cleaning up after oneself. Within the first weeks of school, these tenets will be taught, modeled, and practiced to ensure each student is able to successfully demonstrate integrity in each area. Teachers will be open to student feedback through our conflict-resolution model³¹ based in restorative practices in which students are empowered with direct language (I-Statements) to share stumbling blocks, and decisions are made *with* them rather than *for* them.³²

In line with PBIS, as students present, and/or teachers observe, points of contention within these shared parameters, a menu of strategies will be established to support students in a multi-tiered preventative framework. We understand that behavior is a form of communication, and could be indicative of a lack of understanding and/or skills, a lack of intrinsic motivation, and/or manifestations of circumstantial stress, trauma, neurological differences or diagnoses, and/or cultural misunderstandings. Thus, we approach each student and the context of the behavior with empathy and respect, and in partnership with parents/guardians. Additional understanding on all parts will be reached through transparent and meaningful teaming and open dialogue, and scaffolds of support will be layered to ensure our students feel included, cared for, and successful throughout their school day. This could include a system that incorporates more frequent opportunities for feedback, strategic and meaningful opportunities for positive peer interactions through leadership and sense of purpose, more intentional sensorimotor or self-care activities for individualized self-regulation, and/or opportunities for preferred activities to build upon intrinsic motivation. These systems will be monitored by a team of stakeholders, including the student, to ensure the system is effective in meeting the student where they are. Should data (i.e. office support referrals, incident documentation, and/or reflection sheets) indicate that additional understandings are needed, we will utilize the skills and expertise of our in-house special educator and may contract with the necessary professionals of Miriam Learning Center to complete a functional behavior assessment (FBA) and provide any determined services (counseling, language therapy), with the goal of optimizing our understanding of what the learner is attempting to communicate and/or achieve through their behavior, and teach the necessary replacement skills.

Teachers and staff will receive ongoing training in behavior and emotional systems of support, including differentiation and necessary training in trauma-informed, culturally-responsive, and restorative practices, in addition to methods of progress-monitoring, data collection, data analysis, collaborative teaming, and efficient and effective goal-setting to drive layers of support.

³¹ Center for Dispute Resolution and Restorative Justices. <https://resolvecenter.org/restorative-justice/> and International Institute for Restorative Practices. <https://www.iirp.edu/schools>

³² Byer, Laura. (2016). Restorative practices in the school setting: A systematic review. *Master of Social Work Clinical Research Papers*. Paper 564.

Buddy Circles

Throughout their Soulard School tenure, all students will repeatedly be exposed to and have opportunities to build a practice of “being a buddy” -- a staple of our school’s current culture that has come to encompass all things within the realm of integrity and inclusion -- through participation in Buddy Circles. Evolved from the *Circles of Friends*³³ model, in which people with disabilities partner with people without disabilities, this innovative program establishes a sense of purpose, value, and belonging as participants meet at regular intervals in a small group and unite in partnership to help each other reach individual and common goals. This formalized approach to self-advocacy, peer mentorship,³⁴ and collaborative sharing of strategies and problem solving, coupled with our commitment to diversity and inclusion of all kinds, serves as predecessor for anti-bullying and discrimination, and takes our community beyond tolerance to non-judgmental acceptance. Our alumni have gone on to be invited to serve on anti-bullying campaigns and to help establish LGBTQ alliances with the skills learned in these Buddy Circle meetings, as they build concrete and tangible practices around activism, equity, and justice through these conversations. From our students’ own words, “being a buddy means you make people feel cared for and included;” “a buddy doesn’t exclude, a buddy includes;” and “being a buddy means you take care of ALL the people.” As one student said early on, “Buddy Circles make me feel important, and that really helped me, and I think that’s what is going to help other kids, too.”

Each Buddy Circle, while similar in structure, can be individualized to meet the unique needs of its participants. At its basic level, Buddy Circles are a mechanism to welcome new students into the school and offer opportunities to foster relationships. From this essential understanding of helping others feel “safe and welcome,” Buddy Circles can be an avenue to address group dynamics, build awareness of circumstantial stress, and/or provide direct instruction in social skills, healthy collaboration, and peer support. Furthermore, Buddy Circles act as a proactive form of restorative justice, providing a space to build strong relationships based on trust and understanding so that the likelihood of harm is diminished. Should conflict arise, a time and space for repair and restoration is already established, with the necessary adult facilitation to continuously monitor, model, and provide feedback as needed.

A Buddy Circle is comprised of:

- Center – 1 or 2 students who is/are the focus of the Circle and exhibit/s a need
- Buddies – 3-5 students, selected by the Center and by the adult facilitator for the ability to successfully support the Center
- Adult Facilitator – 1 or 2 staff members who facilitate meetings and provide guidance

³³ Perske, Robert, Perske, Martha. (1988). *Circles of friends (people with disabilities and their friends enrich the lives of one another)*. Nashville. TN: Abingdon Press.

³⁴ Frederickson, Norah, Turner, Jane. (2003). Utilizing the classroom peer group to address children’s social needs: An evaluation of the Circle of Friends intervention approach. *The Journal of Special Education*. 36 (4). 234-245.
King, Keith, Vidourek, Rebecca, Davis, Beth, McClellan, Warren. (2009). Increasing self-esteem and school connectedness through a multidimensional mentoring program. *Journal of School Health*. 72 (7). 294-299.

Classroom teachers, adult facilitators, and students work together to schedule weekly meetings, approximately 30-45 minutes in length; and to assist Buddies and Centers in implementing plans, strategies, or techniques discussed in meetings. Buddy Circles may last 4-6 weeks, or as long as the school year, and may move fluidly between intensity and frequency of meetings based on students' individual and unique needs.

Students are taught various executive function tools and social/emotional tools, as well as respect for others' thought processes and personal challenges and goals. The Center is able to communicate needs without feeling judged, and the Buddies are able to practice tenets of integrity, specifically empathy and respect.

Our goal with Buddy Circles is to provide a proactive method to: teach and talk about our core pillars; scaffold executive functions (goal-setting, planning, self-management, organization, time-management, shifting; flexibility, problem-solving); assist new students in becoming acclimated and comfortable in our school; establish a network of peer-support and provide an opportunity to build relationships; provide opportunities for collaborative problem-solving; provide and support opportunities for self-advocacy; recognize and celebrate peer strengths and goal-achievements; provide a safe place for sharing fears and concerns; teach cause-and-effect using naturally occurring examples; provide a framework for "being a buddy;" and provide a consistent approach and language.

Responding to Student Behavior: Discipline

Related to school discipline and safety, TSS will comply with the Safe Schools Act.

Through the preventative initiatives listed above, it is our goal that each student develops their own strategies for independent, healthy decision making that is evident in their daily interactions with peers, adults, and their community. We approach behavior as communication, and understand that unpredictable, disruptive, or unsafe behavior can occur when working with children, who may demonstrate these types of behaviors for a variety of reasons. We will never take an arbitrary, punitive approach in which anger, resentment, or apathy is presented by staff toward students. Corporal or psychological punishment will not be tolerated, and any staff person who violates this policy will be immediately discharged, and the parents and appropriate authorities contacted.

We will use an empathic discipline³⁵ approach that incorporates 1) The Nurtured Heart Approach,³⁶ 2) Love & Logic,³⁷ 3) restorative justice methods,³⁸ and 4) responsive-classroom³⁹ techniques, in which each program and methodology emphasizes positive relationships, and frequent, specific positive recognition for social and behavioral successes, as well as consistent, neutral feedback in redirecting or correcting social and behavioral errors.

Our philosophy and approach to learning permits our students many opportunities to have control over their own choices. Within those choices, they experience the potentially unanticipated cause-and-effect their choices may have, and learn to accept the natural and/or logical consequences that may occur. Our classroom teachers will use a tiered, restorative response in facilitating consequences to unintended, yet negative, outcomes as *The Size of the Problem*⁴⁰ is considered. This may include: neutral redirection to self-correct, increased proximity, limited access to choices or teacher-choice, environmental modification, private conversation/conference with the teacher, teacher-facilitated conference with affected/involved peer(s), and/or the use of a reflection tool, such as a Think Sheet⁴¹.

Our teachers will use a classroom documentation system to note behaviors that are not harmful, but problematic, to determine isolated events versus patterned behavior. Should a pattern emerge, a more involved response from the teachers may include: administrative support, parent contact, increased supervision, altered schedule, teacher-student contract, and/or referral for more systematic support, such as a Buddy Circle or scheduled self-regulatory activities.

Should a student exhibit violent or dangerous behavior, an administrator will immediately respond and support as is appropriate to the behavior, the context, and the developmental age of those involved. Parents/guardians will be notified within the school day, and staff will be communicated with as needed. **Suspension and expulsion will not be considered for students from kindergarten to 2nd grade.** Instead, an individualized support plan developed by a team of key stakeholders will be implemented within 10 school days, and information will be

³⁵ Okonofua, Jason, Paunesku, David, Walton, Gregory, M. (2016). Brief intervention cuts suspension rates in half. *Proceedings of the National Academy of Science*. 113 (19) 5221-5226

³⁶ Nurtured Heart Approach. <http://www.difficultchild.com>

³⁷ Love & Logic. <https://www.loveandlogic.com>

³⁸ Hoestler Mullet, Judy. (2014). Restorative discipline: From getting even to getting well. *Children & Schools*. 36 (3). 157-162.

³⁹ Rimm-Kaufman, Sara E., Sawyer, Brook E., (2004). Primary-grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching practice priorities in relation to the "responsive classroom approach." *The Elementary School Journal*. 104 (4). 321-341.

⁴⁰ Linton, Beckham, Garcia-Winner, Michelle. (2015). Learning to take control of emotional reactions as part of problem solving. Social Thinking, Inc. <https://www.socialthinking.com/Articles?name=Learning%20to%20Take%20Control%20of%20Emotional%20Reactions%20as%20Part%20of%20Problem%20Solving>

⁴¹ Moorefield, Leah. (2005). Reflective discipline: Providing students a tool for self-reflection can decrease classroom disruptions and help identify the problems behind them. *Teaching K-8*. 36(1). 70-71.

gathered to determine if a Functional Behavior Assessment and Behavior Intervention Plan are warranted.

Only the most egregious behavior, in which students, staff, and/or the school are put in serious danger, or are persistently disrupted in their daily activity, would be considered grounds for suspension or expulsion for students in 3rd through 5th grade. In these situations, the Board of Directors will afford the student a hearing, pursuant to RSMo 167.161.

Short-Term Suspension

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

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

- Attempt to assault any student or staff member
- Abuse to school property or equipment, or vandalism of school property causing damage
- Endangering the physical safety of another by the use of force or threats of force
- Persistent disruption of classroom activities despite multiple (e.g., more than two) documented direct interventions and conversations with parent/guardian
- Documented and repeated use of obscene or abusive language or gestures
- Failure to comply with classroom and school-wide rules and procedures
- Failure to complete assignments, carry out directions, or comply with disciplinary sanctions

Long-Term Suspension or Expulsion

Students who commit any of the infractions below are subject to long-term suspension or expulsion at the discretion of the Principal. A long-term suspension is five school days.

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

- Physical abuse of a staff member or another student
- Continuous and persistent school and classroom disruption
- Possession or use of a weapon or drugs
- Assault any student or staff member
- Persistently engage in conduct which disrupts school or classroom activity
- Possess, use, attempt to use, or transfer any weapon

The Principal will notify parents/guardians in writing that the student has been suspended from school. Where possible, notification will also be provided by telephone. Any student who is expelled or given a suspension longer than 10 days will have the right to appeal the decision in writing to the Board of Directors within 5 days (in the case of a long-term suspension) or 10 days (in the case of expulsion). Hearings to consider the expulsion of a student will be held in executive session unless the parent requests an open hearing.

Students who receive a short- or long-term suspension from school will be required to make up all missed work and assignments on an agreed upon timetable, and will be required to make amends that are logical to the offending incident prior to returning to school.

In cases of three or more short-term suspensions, and after one instance of a long-term suspension, a Behavior Intervention Plan will be developed within 10 days of the first day of the third implemented short-term suspension, and within 10 days of the first day of the long-term suspension that will include a plan for re-entry.

Responding to Student Behavior: Discipline for Students with IEPs

Students with IEPs will be held to the same behavioral standards as general education students. When students with IEPs require disciplinary action, the classroom teacher, assistant principal or designated special education coordinator, parent or guardian, and principal will work together on a case-by-case basis to determine the student's appropriate consequence and whether the action was or was not directly related to the student's disability.

Specifically, the IEP will help determine the correct action needed to be taken for each student on an individual basis. If it is determined that the action requiring disciplinary action was not a result of a child's disability, that student is subject to short or long term suspension at the principal's discretion. If a student with an IEP must be removed from school for more than ten cumulative days, a pattern of action must be determined. If there is no pattern, a student may serve a long-term suspension once a manifestation of determination occurs with the special education team, and an appropriate location and services are provided for the student to advance in his or her IEP goals and curriculum.

A.4 Curriculum and Instruction

Curriculum Development Process

Curriculum development is modeled after the natural way and timeline in which children learn - through meaningful connections, interest, and timely introduction. Content is balanced with integration of Missouri Learning Standards as the backbone of each theme of study, but also through engaging, real-world learning based on the interests of students in a particular class through a project-based learning format.⁴² Each year, students of any given grade level learn and master standards through unique and individualized curriculum that match their own interests, talents, needs, and community dynamics.

Units of study include the following elements of project-based learning design:

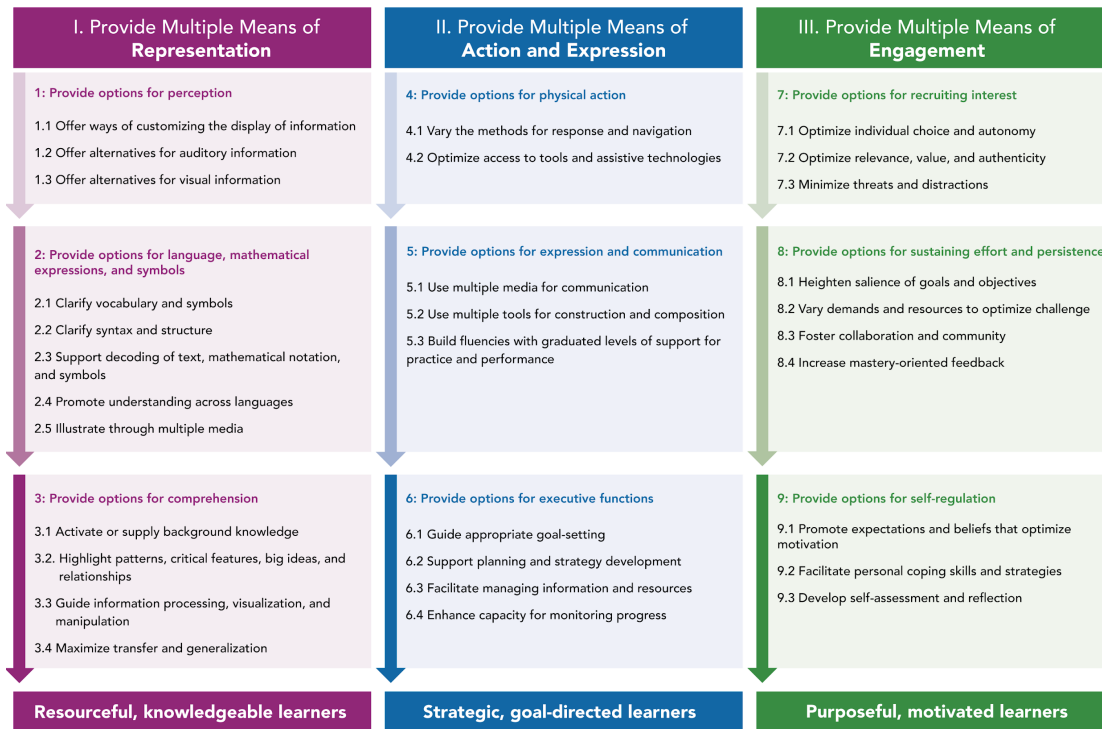
- Key knowledge, standards, and skills
- A challenging problem or question
- Sustained inquiry (involves an active, in-depth process over time, where students generate questions, find and use resources, ask further questions, and develop their own answers)
- Authenticity (there is real-world context, process, tools, and quality standards that connect to the students' own concerns, interests, and identities)
- Student voice and choice
- Time for reflection and redesign/extension
- Public Product (hallway display, presentation to parents, media creation, etc.)

In addition to creating meaningful curriculum projects/units that focus on standards and student academic progress, individual lessons within each project or unit follow the UDL (Universal Design for Learning) framework (see Figure 3).⁴³ It is important to engage students in lessons through content that is meaningful and authentic, but it is equally important to ensure that teachers plan in ways that differentiate learning. This happens with consistent pre-assessment practices, engaging instruction, individualized practice with a skill or standard, and formative assessment so student progress is consistently monitored. Students will develop key literacy and math skills, and be continuously challenged to apply their skills through higher-level thinking problems and projects. The use of a co-teaching model increases time teachers are able to spend with individual students and small groups.

⁴² Buck Institute for Education. http://www.bie.org/about/what_pbl

⁴³ National Center on Universal Design for Learning. <http://www.udlcenter.org/>

Figure 3. Guidelines for Universal Design for Learning
Universal Design for Learning Guidelines



Additionally, extended core teachers of Nutrition, Performing Arts, Physical Education, STEAM, Studio Arts, and Strings communicate with classroom teachers through the school year to coordinate their instruction with classroom themes and projects as much as possible. All extended core teachers establish a schedule for weekly or bi-weekly meetings with classroom teachers at the beginning of the school year. These can be either in person or a scheduled time to make contact, via email or other means. Each extended core teacher observes in the classrooms between weeks four and six to determine the classroom norms, rituals, and procedures, and works with the classroom teachers to set forth procedures for “hand off” and “conclusion” to transition students to and from the extended core period. Extended core teachers meet together as time and schedules allows, and one staff meeting each month is set aside to give them a common time for which they can:

- Receive training/input regarding specific teaching procedures
- Check in about successes using different teaching procedures
- Share issues regarding specific student support and brainstorm together

Through curriculum committees, teachers and administrators will develop a list of reputable, research-based resources for use by all classroom teachers when planning curriculum. Staff are empowered to share ideas and resources throughout the year, and are also placed in the role of leaders with specific committee goals that focus on school-wide academic goals for student learning.

Literacy

All classrooms will use the workshop approach to structure their literacy lab instruction. Teachers will implement mini-lessons at the beginning of each lab that meet the general needs of all students, and focus on Missouri Learning Standards (MLS). Mini-lessons integrate MLS and *Cafe Menu*⁴⁴ strategies. Guided practice in the form of small-group guided reading instruction or literature groups follow mini-lessons so that students can more deeply engage with the learning target introduced or reinforced. During small-group lessons, teachers monitor student progress through formative running records. Additionally, co-teachers meet a minimum of twice weekly with individual students (K-2) and once weekly (3-5) to monitor fluency, accuracy, and comprehension progress.

Primary grade students (K-2), when not participating in whole-group mini-lessons or small-group instruction, participate in weekly practice using the *Daily Five* model.⁴⁵ Students individually practice literacy skills/standards already introduced through independent reading, word work, writing, listening to reading, or reading with a partner.

Intermediate grade students (3-5), when not participating in whole-group mini-lessons or small-group instruction, use response journal writing and small-group assignments to practice their literacy skills and gain greater independence in preparation for secondary learning.

While there may be many opportunities to integrate writing instruction and practice into the literacy lab or unit studies, all students (K-5) will have a separate writer's workshop period daily. Primary grade teachers use Katie Wood Ray's book *About the Authors*⁴⁶ to guide their instruction. Intermediate grade teachers use *Writer's Workshop* by Katie Wood Ray⁴⁷ as their main resource for writing instruction planning. Spelling and handwriting instruction are integrated into the writer's workshop period. Classroom teachers use the *Handwriting Without Tears* curriculum⁴⁸ to implement weekly handwriting instruction. As students progress, handwriting instruction includes cursive letter formation, and transitions to Keyboarding without Tears for early keyboarding/typing skills as students prepare to transition to middle school.

⁴⁴ Boushey, G., & Moser, J. (2009). *The CAFÉ book*. Portland, ME: Stenhouse.

⁴⁵ Boushey, G., & Moser, J. (2006). *The daily 5*. Portland, ME: Stenhouse

⁴⁶ Ray, K. W., & Cleaveland, L. B. (2004). *About the authors: Writing workshop with our youngest writers*. Portsmouth: Heinemann.

⁴⁷ Ray, K. W., & Laminack, L. L. (2001). *The writing workshop: Working through the hard parts (and they're all hard parts)*. Urbana, IL: National Council of Teachers of English.

⁴⁸ Olsen, J. Z., & Knapton, E. F. (2008). *Handwriting without tears the hands-on curriculum for handwriting success*. Cabin John, MD: Handwriting Without Tears.

Mathematics

Mathematics is also taught through a workshop approach which allows for flexibility. Classroom teachers implement a skill/strategy based mini-lesson that is appropriate for the grade and a general need of all students (though individualized components are often present). Fictional literature with embedded math concepts is used often within mini-lessons throughout all grade levels, as is journal writing. Teacher instruction of basic computation skills follows the concrete, representational, abstract framework (CRA)⁴⁹ of instruction that is research-based and shown to be effective especially with students who have learning disabilities, though is appropriate for all students.

Instruction is individualized so that students can move through the process as quickly or slowly as needed. Teachers are able to analyze and diagnose students' mathematical thinking, and can apply remediation, encouragement, or challenges as needed on the spot. Students meet with one classroom teacher in a small-group guided math lesson once or twice a week depending upon the needs of the group and content being delivered. Guided math groups are flexible and can change based on student needs each week. In tandem with CRA, teachers use Cognitively Guided Math Instruction (CGI)^{50 51}, which is inherently equitable teaching, as its very nature and process is individualized through careful analysis of students' mathematical thought processes and comprehension. When not participating in math groups, students have repeated practice opportunities through game play, individual work, or an ongoing project (such as designing a fish tank using area and perimeter formulas previously taught). Basic math computation skills are embedded throughout the math curriculum, and are given specific focus and instruction twice a week. Formative assessment tools are used at the end of each lesson to monitor student comprehension of math instruction. Formal math assessment using either the TEMA 3 Assessment toolkit (K - 2) or CMAT (2-5) is given at the beginning and end of each school year. (See Section A.5) Math is taught both as its own subject, and is also integrated in units and projects as much as possible through STEAM.

Science/Social Studies

Science curriculum development and instruction is grounded in *Next Generation Science Standards (NGSS)*.⁵² Science is taught through an inquiry-based approach, as well as problem-based learning. Through research, experimentation, and active learning students learn both content and concepts necessary for their grade level, and how to integrate those concepts into

⁴⁹ Bouck, E. C., Satsangi, R., & Park, J. (2017). The concrete–representational–abstract approach for students with learning disabilities: An evidence-based practice synthesis. *Remedial and Special Education, 39*(4), 211-228. doi:10.1177/0741932517721712

⁵⁰ Carpenter, T. P., Franke, M. L., Johnson, N. C., Turrou, A. C., & Wager, A. A. (2017). *Young children's mathematics: Cognitively guided instruction in early childhood education*. Portsmouth, NH: Heinemann.

⁵¹ Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2015). *Children's mathematics: Cognitively guided instruction*. Portsmouth, NH: Heinemann.

⁵² Next Generation Science Standards. <http://www.nextgenscience.org/>

other areas/curriculum. Our STEAM (Science, Technology, Engineering, Arts, and Mathematics) program also integrates essential technology concepts and content such as coding, robotics, and design-thinking processes that support students toward a technology-rich future. Similarly, social studies/history curriculum is based on Missouri Learning Standards as well as Teaching Tolerance's Social Justice Standards (see Section A.3). Topics in history originate with local history. In this way, students are encouraged to draw relevant, meaningful connections. Students are empowered to think globally by first focusing on local topics and current events that affect them, and then transferring that understanding to a broader global goal. Teachers integrate multicultural literacy, cooperative learning groups, and whole classroom simulations to support student comprehension of concepts that can often seem abstract for elementary students. Science and social studies curriculum are integrated into meaningful curriculum units that are developed by teachers each year based around both student interest and needs.

Extended Core Curriculum Planning and Integration

The Extended Core is designed to support the social, emotional, and cognitive development of students. Discipline, personal empowerment, and cultural pluralism are some of the necessary elements of social-emotional intelligences we support through Strings (violin) Instruction, Physical Education, Nutrition & Culinary Arts, Performing Arts, Studio Arts and STEAM Lab.

Physical Education

The Physical Education Program at The Soulard School follows the Missouri State Grade Level Expectations as well as the SHAPE America National Standards⁵³ both for Content and Appropriate Instructional Practices. Students develop physical literacy skills so that they have the knowledge, competence and confidence to enjoy a lifetime of physical activity. Students explore a variety of gross motor activities, sports and world games as ways to develop these skills. Collaboration between classroom teachers and the physical education teachers provides deeper meaning for students bridging one classroom experience to another. Self-assessment, facing challenge and exhibiting acceptance of self and others in physical activities are consistent elements of the program and support student social emotional success in the classroom and the community.

Studio Arts

Artists' (local and world-renowned) individual styles are used to teach basic art principles and movements while helping each student to begin to define their own artistic voice. With this

⁵³ <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>
<https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines-K-12.pdf>

focus, students are given the opportunity to explore art's many qualities; interpretation, appreciation, creation, and documentation. Art helps younger students express knowledge, while it deepens knowledge for older students when paired with literature, history and mathematics. Field trips bring students to museums and galleries, as well as the studios of local artists for observations and projects.

Strings Instruction

The Soulard School Strings program is an opportunity for all elementary students to learn a string instrument. This unique program starts with students in Kindergarten, and every student in the school participates. Instruction is similar to the Suzuki Method,⁵⁴ with emphasis on rote learning transitioning into reading musical notation. Strings class sizes of 8-10 students are small enough for each student to get individual attention as needed. This reveals each student's musical performance, as well knowledge of music theory, history and notation. Performance is an important part of the program. Students give a minimum of two concerts a year, and have opportunities to play at other school activities.

Performing Arts

Performing Arts goes hand-in-hand with our Strings program. Students study various instruments, sound, and music theory, as well as movement, acting, storytelling and dance. Additionally, the instructor works with the classroom teachers to build performing arts experiences that tie into classroom learning. Past projects have included students creating short animated films, designing and building their own instruments, and performing choreographed dances.

STEAM Lab

The Soulard School's STEAM Lab is a state-of-the-art learning facility that highlights and continues to invest in the school's highly-integrated curriculum. Based on the nationwide STEM (science, technology, engineering, math) education initiative, the school's lab goes further to include the Arts for an integration that is made complete from STEM to STEAM. When it comes to teaching and practicing the STEM subjects, innovation and creativity are paramount to each; and it is the arts and design that improve innovative, creative, and critical thinking. The Design Thinking⁵⁵ principles (see Figure 4) provide the structure for our students to approach STEAM projects.

⁵⁴ Suzuki Association of the Americas. <https://suzukiassociation.org/about/suzuki-method/>

⁵⁵ Institute of Design at Stanford. <https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf>

Figure 4. Components of Design Thinking Process

We are all DESIGNERS!

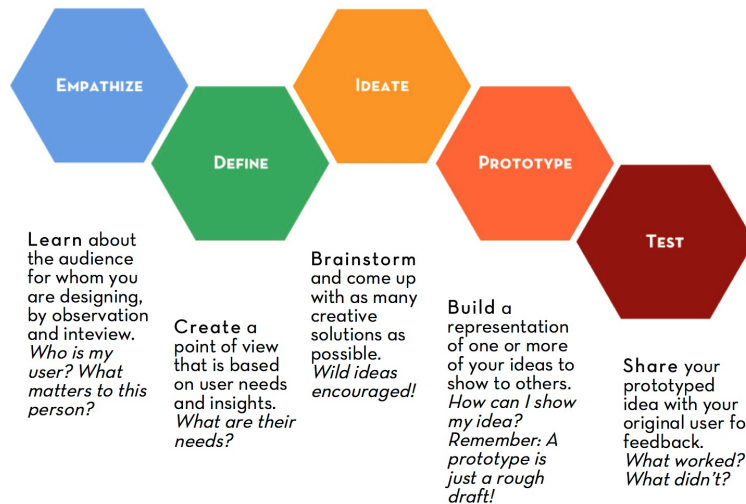


Image source: <http://www.blendmylearning.com/wp-content/uploads/2014/05/PersonalizedLearningPilots1.png>

By the time our students reach 5th grade, they are tackling problems with a “maker mindset” to improve their surroundings. Students question, wonder, observe and explore as they move through the design thinking process; they create things, both analog and digital. Our ultimate goal: to prime children’s brains to think like inventors, designers, scientists and engineers to prepare them for the complex 21st century challenges they will encounter. Hands-on, collaborative lessons and integrated technology offer experiential learning opportunities that get imagination flowing and curiosity sparking.

In essence, this is how every “maker” gets his or her start. Seemingly random items become something “made.” These creations can provide hours of focused work and years of practical use. We aim to develop unique experiences that spark curiosity and creativity in a safe learning environment. Failure is celebrated. Experiencing failure in context serves as an opportunity to reflect and use these mistakes as tools for growth. Over time, we have seen students who’d likely have given up had the project not met their initial expectations, now they closely re-examine and fine tune the details of their work, referencing the initial blueprint as proof of follow through. These are excellent examples of the maker mentality we work hard to cultivate.

School Library

All classrooms contain a wide variety of fiction and nonfiction books for students to choose for independent reading time. In addition, the school has a library containing more than 1200 additional books. Classes visit the library weekly, allowing students to check out books for use in the classroom and at home. Our library is built and maintained through our families. It grows

annually thanks to community donations, a book fair at Subterranean Books each fall, and our tradition of Birthday Books, in which students donate a special book to celebrate their birthday. The collection is maintained by a dedicated group of parent volunteers who stop by regularly to reshelve, dust and organize books.

Nutrition & Culinary Arts Program

The Soulard School's Nutrition & Culinary Arts Program (NCAP) is a model that provides students with a framework for learning about nutrition, culinary skills, and the connection between the food we eat our bodies, and our environment.⁵⁶ Started in 2005, it is one of the earliest examples of a farm-to-table model in St. Louis. Since it was established, the program has expanded each year thanks to the leadership of our staff, the volunteer support of school parents, and the way our students excel with this program. Our first few years we cooked one meal a week with students and took advantage of our neighborhood market, The Soulard Farmers Market. We then saw the importance of pairing these cooking days with a weekly nutrition class. As the school grew, so did our cooking days and ability to access more of the resources our community has to offer. Through this, we built more intentional connects with classroom studies, meals and experiences outside of the school. Recent expansions include a deeper focus on wellness, utilizing our outdoor classroom and school yard to raise chickens and garden crops to contribute to weekly lunches, conversations around sustainability and documenting our process through the eyes and talents of our students.

Figure 5. Web of Nutrition and Culinary Arts Program Components

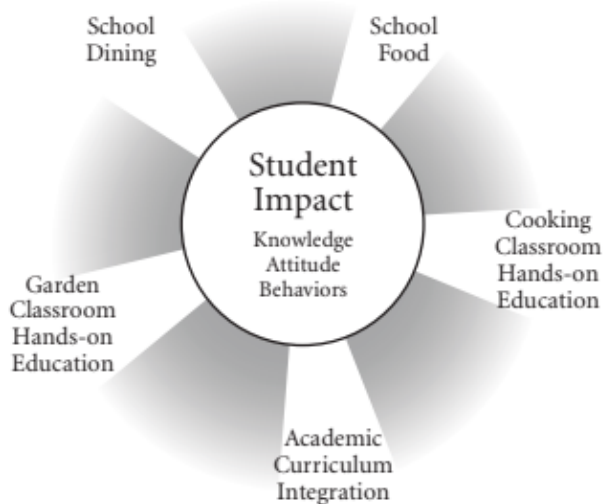


Image Source: http://www.schoollunchinitiative.org/downloads/sli_eval_full_report_2010.pdf

⁵⁶ Rauson, Suzanne, Wang, May, Studer, Natalie, Crawford, Pat. (2010). *An evaluation of the school lunch initiative*. http://www.schoollunchinitiative.org/downloads/sli_eval_full_report_2010.pdf

The goals of NCAP:

- Understand Basic Nutrition: There is a focus on the five food groups, essential nutrients and their role on their body.
- Make Healthy Eating Choices: Knowing what healthy is. Comparing the value of food choices based on calories vs. nutrient density. Students learn that food is fuel and how foods affect the systems of the body.
- Explore Environmental Sustainability: Understand the impact of farming, food transportation and our carbon footprint. Planning for a year-round menu that utilizes local, in-season foods.
- Become Food Literate: Having a knowledge of where food come from. This includes reading food labels and understanding food claims.
- Urban Farming: Utilizing several methods, students participate in planting herbs and vegetables.
- Participate in Purchasing Fresh Local Foods: Students visit the local farmers' market to participate in meal shopping.
- Real-World Experience: Plan and prepare all aspects of a balanced meal from menu selection to service.
- Make Real World Connections: This happens within discussions about food insecurities, food waste, food deserts and food access. Students are exposed food traditions and build cultural awareness and competencies.

Building Relationship with Food & Community

The Soulard School adopted the community dining approach as an additional layer to the larger Culinary Arts Program to treat lunch as an opportunity to learn and build a sense of community. In a traditional setting, lunchtime is seen as taking up quality recess time, and students rush through lunch for more time to play outside with friends. We place recess before lunch to ensure they get a full 30-minutes outdoors before coming in to sit, relax and enjoy a meal. During this time, we bring focus and attention to our food and our friends; and students learn about table etiquette and healthy food experiences, and are supporting each other to try new foods with thoughtful conversations.

Goals for Community Dining:

- To create positive food experiences.
- To help students build a positive relationship with food.
- To expand the student's exposure to food.

Creating, building, and expanding is a process, and individually students have different timelines and inevitable setbacks. Adults must build trust and alleviate fears through this process. So much can be accomplished by sitting one-on-one with a student and asking the right questions.

For students reluctant to try new foods, mealtime becomes full of anxiety or stress. Just like in other classrooms, success is hindered by these emotions and can set children up for a future of negative relationships to food. Teachers use positive language, “Yes, you did it!,” “Will you try next time?,” or “Wow, you gave it a try and even though you didn’t care for it.” It is important to learn early how to make healthy knowledge-based choices. The goal is to have the lunchroom and nutrition class be a place where this happens. Children leave with a positive attitude moving on in the day. Additionally, during weekly nutrition classes, food tastings or food adventure days are incorporated. These are driven by foods related to curriculum studies, or are used as an opportunity to try a food in a different setting. These tasting and adventures assist in building trust and helping students be open to trying new foods in the future.

Kitchen Class

Soulard School not only serves wholesome school lunches, but also engages students in the entire process, from planning and shopping to cooking and serving. Students cultivate a healthy relationship with food as they learn where their food came from, what it tastes like when it comes out of the ground, and how to share a meal with friends. Though Nutrition classes are an integral part of the program, knowledge is gained naturally as students work with food and explore issues they care about. Soulard School prepares students to be food-lovers, confident in their own kitchens, and advocates for food that is both wholesome and delicious.

Prior to the meal, students sit down to plan. Sometimes, various cookbooks are spread out and they discuss ways to modify recipes to make them healthier. Other times, they are challenged to make use of a featured or seasonally available ingredient. A third alternative in supporting student understanding of meal planning is for the Culinary Arts Instructors to offer three unique menus and the students choose one to prepare.

Weekly, a group of students participating in Kitchen Class heads to the Soulard Farmers’ Market. With the help of parent volunteers, students survey the produce stalls with their grocery lists and budgets in hand. The students practice their math and accounting skills, lessons which most schools teach only in isolated classrooms.

Preparing Graduates and Families for Transition to Middle School

In addition to creating and implementing innovative teaching practices that support the diversity of our learners, our support continues as graduates transition to middle school.

In September, administrators invite fourth- and fifth-grade parents to gather to talk about the following topics as parents begin to both learn about the process of finding a school, as well as enrolling their child in the chosen school. Topics include:

- Options for middle schools in the City with a focus on schools that are matches to The Soulard School’s mission and philosophy. Internet resources such as StL City Schools⁵⁷ to help parents get started.
- Application deadlines/processes, including testing procedures, with focus on magnet application pool system.
- Survey parents’ school preferences and encourage them to talk with each other about reasons for preferences and share knowledge they may have about school experiences.

Parents are also invited to meet individually with administrators to talk about best fits to support the unique needs of their child.

As a follow-up the administrative team sends parents information on open houses of other schools and deadline reminders for public schools. The team can also arrange for parents to connect with alumni parents to discuss their school selection and experience.

In April/May administrators schedule another meeting with fifth grade parents and students. At this meeting, a panel of alumni and their parents talk about their middle school experience, with a focus on the middle school experience (changing classrooms, making new friends, homework, cafeteria food), rather than particular schools. Students and parents then divide up, allowing alumni students to answer 5th graders’ questions, while current and alumni parents can talk as separately.

Staff Professional Development and Training

While we will ensure that teachers receive professional development that is aligned to Missouri State Standards and tied to professional expectations within our teacher evaluations, we feel additional supports and specific training is needed in order to support teachers toward mastery of curriculum building, implementing research-based practices, and meeting the diverse needs of our students. Professional development contact hours exceed those required.

New teachers have a full day of training during the professional development week before the first day of school, beginning teachers are given a mentor for two years to support Missouri’s Beginning Teacher Assistant Program. All teachers participate in weekly/biweekly meeting with the principal to ensure quality teaching practices are upheld and encouragement given in order to maintain progress. Teachers attend twelve professional development days throughout the school year. Professional development days center around literacy/math instruction, social/emotional development or support of students’ diverse needs, and social justice/equity.

In addition to professional development days set within the school’s yearly schedule, staff attend weekly one-hour staff meetings at the end of the day on Wednesdays. The structure of

⁵⁷ STL City Schools. A Parent’s Guide to St. Louis Schools. <http://stlcityschools.org>

the staff meetings has evolved to increase the amount of time teachers can both receive and share ideas/practices that support student learning. The first fifteen minutes are reserved for administrative notes or information sharing, followed by fifteen minutes devoted to staff sharing of ideas. Different staff members sign up each week to share with the larger staff body. Finally, the last half hour is devoted to professional development topics where staff have small group instruction. We feel that teachers and support staff need additional time and support after longer professional development days to process new learning, as well as find ways to put the new learning into their practice to benefit students. Additionally, there are continually topics or trainings that surface during the school year that require frequent and consistent dialogue, support, or simple check ins. The last half hour of each staff meeting provides this additional time needed.

At the beginning of the school year, teachers create a professional development goal based on their own needs, but also in connection to our School Improvement Plan (see Appendix A). Their goals are also cross referenced to support the school's yearly goal in either literacy or math improvement, based on data obtained from formal and informal assessments. The Principal and Assistant Principal meet with teachers on a weekly or biweekly basis throughout the school year to assist in attainment of these goals, as well as look at data to see that progress toward the school's academic goals is being met. Teachers are observed each year based on the status of their certification requirements, but additional frequent observations are made possible through video sharing using an online portal called VEO (Video Enhanced Observation).⁵⁸ This tool allows teachers to take video footage of themselves teaching at any time and they then can share with administrators and colleagues for additional feedback or support. Within VEO, tag sets that focus on teacher behaviors connected to their professional development goal are created. As a teacher/administrator/or colleague watches the video, they can tag those teacher behaviors and formal data is collected at the end so teachers and administrators can use the data as formative assessment and support or encourage teacher behaviors as needed. Recent research shows the effectiveness of the use of video or virtual coaching⁵⁹ with follow up processing/introspection are seen as tools to enhance teacher reflection and ensure the process of growth is shared and not purely administratively driven.

Professional Development Through Leadership within Webster University Education Program

The Soulard School has a strong partnership with Webster University, which enhances and extends professional development to our classroom teachers by integrating them as cooperating teachers in courses that take place at our school. TSS serves as the context for a 30-hr early field experience for approximately 20-25 WU MAT teacher candidates enrolled in CMAT 5000 (Teaching in a Diverse Society) and as the context for an initial 4-week practicum

⁵⁸ VEO Group. Video Enhanced Observation. <https://www.veo-group.com/education/>

⁵⁹ Rock, M. L., Zigmond, N. P., Gregg, M. & Gable, R. A. (2011). The power of virtual coaching. *Educational Leadership*. 69(2). 42-48.

placement for MAT teacher candidates enrolled in SPED/CMAT 5090. Students completing this field experience will observe and participate in a variety of even activities in TSS including:

- Taking a tour of the school and speaking with administration about the history, philosophy, and mission of the school
- Taking part in after school staff meetings/trainings
- Attending (and assisting in planning) parent events including the back to school parent meeting, the back to school barbeque, the initial school meeting, curriculum night, the state of the school meeting, and any PTO meetings
- Participating in any class field trips
- Observing and participating in lunch at school
- Working in a classroom with a Soulard School Teacher
- Conducting various interviews with Soulard School teachers, parents, students, and volunteers

In addition to course assignments, teacher candidates will engage in two central projects that will have direct impact on TSS. Teacher candidates will work in groups to create a proposal to develop and fund a community education curriculum problem (i.e., field trip, curricular extension project, etc.) put forth by TSS teachers. Proposals will be evaluated and receive support for implementation at TSS if approved. Additionally, teacher candidates will work to create a video library of good teaching practice. This will be done by assigning teacher candidates to specific indicators of effective practice as determined by educational research. Teacher candidates will work with the TSS teacher to whom they have been assigned to capture video clips of the teacher demonstrating specific indicators in his/her classroom teaching. All video clips will be synthesized into a video library to be used by WU teacher candidates as examples of good instructional practice. Additionally, this video library will be used by veteran TSS teachers in mentoring new TSS teachers, and by veteran TSS teachers in developing professional development goals to further develop their practice. During the intermediate practicum experience in SPED/CMAT 5090, candidates will work with TSS teachers to develop and implement an applied action research project designed to improve their teaching and subsequent student learning. It is anticipated that some of these projects will be more fully developed for publication and/or presentation at local or national conferences.

A.5 Assessing Student Performance

While we acknowledge that students learn best when given choice over their learning and when provided with authentic experiences to make connections, we simultaneously must monitor acquisition of and mastery of skills to empower students for a variety of middle school experiences. As such, we will implement a comprehensive Multi-Tiered System of Support (MTSS)⁶⁰ in consideration of academic, behavioral, and emotional needs to ensure every student succeeds.

Figure 6. Multi-Tiered System of Support

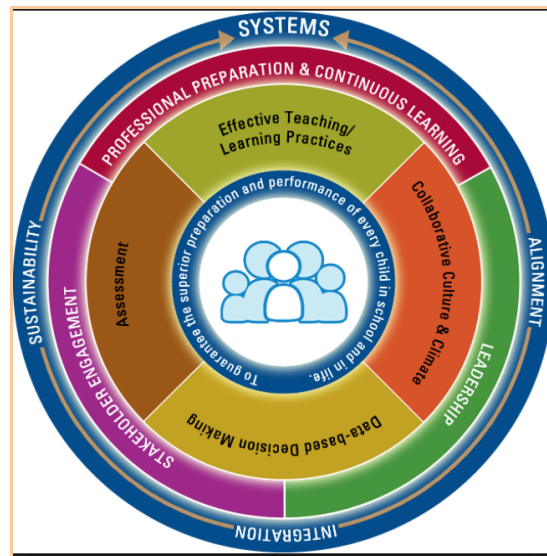


Image Source: <http://www.moedu-sail.org/about-mtss/>

The Missouri Learning Standards provides the backbone of our student-interest driven curriculum. We recognize that instruction must be meaningful for our learners to progress, and that learners require multiple opportunities with content in a variety of ways. Teachers must be efficient and effective in prioritizing and organizing the needs of the class, the needs of groups of students, and the needs of individual students. Following a multi-level prevention model, as presented by the National Center on Response to Intervention⁶¹, all students will be universally screened within the first weeks of school in the areas of literacy and math using criterion-referenced assessments and/or benchmark assessment systems, specifically CMAT and TEMA-3 for math, and the Fountas and Pinnell for literacy, that provide grade-level equivalents. This screening will determine those students who are at-risk, either on the cusp or below grade-level, and will provide the dual purpose of providing additional information for students who may be determined to be English Language Learners and/or Gifted & Talented learners. These assessments will be administered each trimester to ensure quality instruction has led to learner

⁶⁰ MO EDU-SAIL. Educational Systems and Instruction for Learning. <http://www.moedu-sail.org/about-mtss/>

⁶¹ Center on Response to Intervention at American Institutes for Research. <https://www.rti4success.org>

growth. Additionally, skills-based assessments, such as running records and/or curriculum-based measurements (CBMs)⁶² that are directly tied to specific skills or a set of skills, will be administered within instruction to provide a well-rounded picture of how effective teaching has been for particular learners, with the goal being that at least 80 percent of students have made progress, as stated by the National Center for Response to Intervention. Each assessment, be it criterion-referenced, benchmark assessments, or skills-based, will serve as data points and provide a classroom and school norm for comparative growth overtime.

Figure 7. Critical Components of an Rtl Model

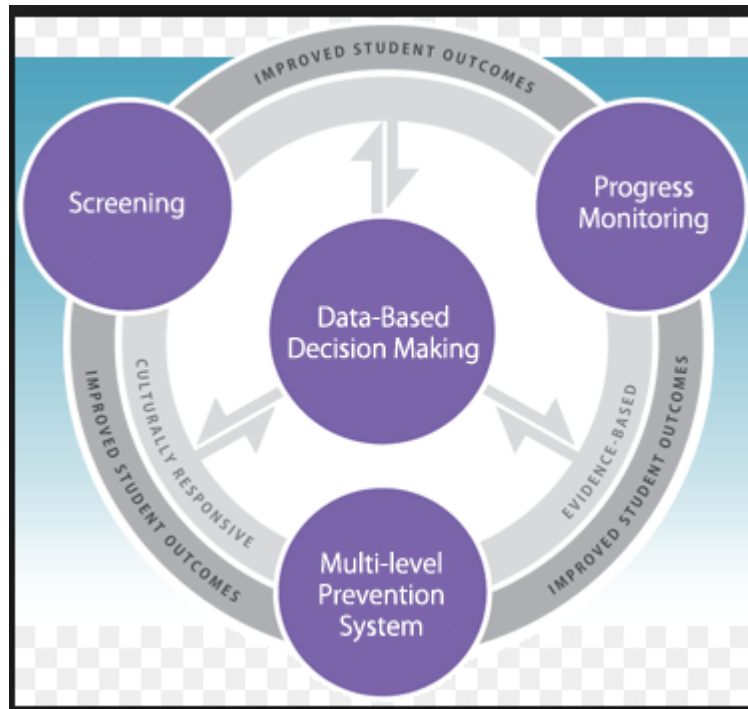


Image source:<https://www.rti4success.org>

It is understood that the remaining 20 percent of learners may require more opportunities to experience the content in a variety of ways, or may require alternate instruction altogether. Within our preventative framework, learners may be determined to be at-risk or on the cusp as indicated by the GLE in the initial screening. Based on learner history, past reports, and/or assessment analysis, learners will participate in skills-based small groups. Skills-based assessments (CBMs, running records, or otherwise) will be created and administered as ongoing progress monitoring, and meaningful instruction and experiences that encompass these skills will be planned for by the general education teacher, and in collaboration with any necessary staff. Learning outcomes will be continuously monitored at regular intervals as learners' needs and mastery of skills ebbs and flows within collective groups.

⁶² Deno, S. L. (2003). Developments in curriculum-based measurement. *The Journal of Special Education*, 37(3), 184-192. doi:10.1177/00224669030370030801

Figure 8. Tiered System for Intervention

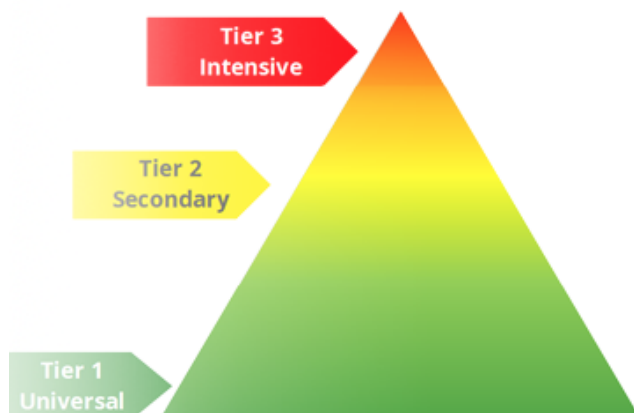


Image Source: <https://www.rti4success.org>

Within this 20 percent, there may be an additional 5 percent of learners who require alternative instruction, more frequent instruction, or more individualized instruction to make progress (see Figure 9). As determined by the ongoing progress monitoring, the classroom teacher, in consultation with any necessary staff, may adjust instruction and/or grouping to a more frequent, intense, and individual nature following a data-based individualization model, as presented by the National Center on Intensive Intervention.⁶³ This may include providing alternate instruction and/or experiences in a one:one capacity using evidence-proven curricula such as S.P.I.R.E.,⁶⁴ Failure-Free Reading,⁶⁵ or TouchMath,⁶⁶ with daily progress monitoring.

⁶³ National Center on Intensive Intervention at American Institutes for Research. <https://intensiveintervention.org>

⁶⁴ Clarke-Edmunds, Sheila. *Specialized program individualizing reading excellence (S.P.I.R.E.)* 3rd Edition. Cambridge, MA: Educators Publishing Service. <http://eps.schoolspecialty.com/landing/spire>

⁶⁵ Failure Free Reading. <https://www.thefailurefreereadingprogram.com/ffr-educator-version/>

⁶⁶ TouchMath. <https://www.touchmath.com>

Figure 9. Data-Based Decision Model for Tier 3 Individualization

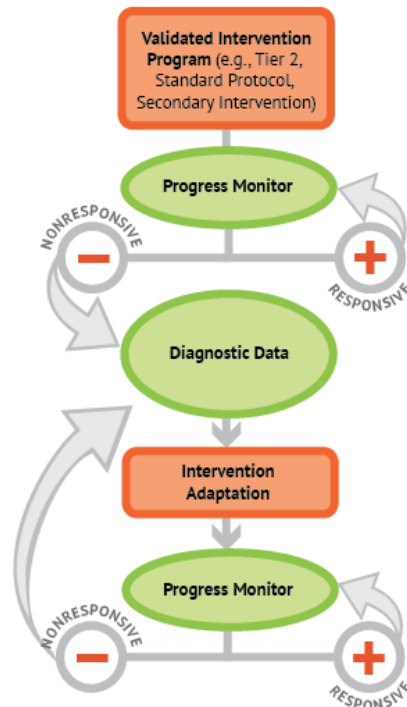


Image Source: <https://intensiveintervention.org>

Regardless of where learners fall on the continuum of mastery, each learner will be equipped with strategies and processes that are meaningful for them, and empowered to advocate for their learning needs in the next setting.

Teachers and staff will receive ongoing training in systems of support, including differentiation and necessary training in alternate curriculum, in addition to methods of progress-monitoring, data collection, data analysis, collaborative teaming, and efficient and effective goal-setting to drive instruction.

Table A 5.1 Standardized Assessments

| Assessment Tool/Method | Grade Level | Description | Design | Data Use Plan |
|-------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MAP assessments | 3-5 | Norm-referenced tests that are administered each year in Math and ELA in grades 3 - 5. Tests in science are administered to grade 5. Sample tests are offered throughout the year as needed. | A variety of multiple choice, extended response, and performance task components aligned to the Missouri Learning Standards. | Results of tests will be reviewed throughout the year; being communicated to students and parents in order to ensure they are aware of what students should learn at each grade level and to be prepared for career and academic success after graduating from our school. School staff will also review results frequently to ensure practices are meeting the diverse needs of students, as well as support creation and implementation of larger school academic goals. |
| Fountas & Pinnell (F&P) Benchmark Assessment System ⁶⁷ | K-5 | This system is a reliable and consistent tool that supports identification of instructional and independent reading levels of all students. Teachers assess students individually to monitor formative and summative progress in decoding, comprehension, and general reading fluency. | The assessment kit includes individual books in fiction and nonfiction for each of 26 levels (levels A - Z) and teacher documentation forms with an introduction, text from each book for recording, and comprehension questions. | With the use of this system, teachers are able to find the independent, instructional, and frustration levels for each student. The assessment is given at the end of each trimester to monitor student progress and is shared with parents on trimester reports. Data from these assessments supports the creation of guided reading groups, as well as informs weekly individualized classroom instruction. |

⁶⁷ Fountas, Irene C., Pinnell, Gay S. (2010). *Fountas & Pinnell benchmark assessment system 3*. Grades K-2, levels A-N. Portsmouth, NH :Heinemann.

| | | | | |
|-------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Mathematical Abilities Test (CMAT) ⁶⁸ | 2-5 | This is a versatile, criterion-based assessment that uses real-world problems to assess the math skills taught in schools today. There are six core subtests: Addition, Subtraction, Multiplication, Division, Problem Solving, and Charts/Tables/Graphs. There are six supplemental subtests: Algebra, Geometry, Rational Numbers, and Time/Money/Measurement. | The CMAT assessment is given one subset at a time. Each subset is in a worksheet format with several problems on a page ranging from easiest to more complex. Students are asked to begin with a problem that correlates to their age (or academic ability as documented on previous assessments) and work through problems until frustration level is reached. | CMAT assessment is scored to give a grade level equivalent. This assessment is used to ensure students in grades 2 - 5 are making adequate progress for their grade level. Age-based norms (age 7 through 18) and fall and spring grade-based norms (grade 3 through 12) are provided. Monitoring data from this assessment ensures students are meeting state and local education agency guidelines. |
| Test of Early Mathematics Ability, third edition (TEMA 3) ⁶⁹ | K-2 | The TEMA-3 is a criterion-based measurement of mathematical performance of children between the ages of 3 years 0 months and 8 years 11 months. It is also helpful with older children who have learning problems in mathematics. | TEMA-3 is administered individually. Students answer both fact and problem based questions/problems and advance through the test if adequate progress is made. TEMA-3 is mostly fact based, but includes more complex problem-solving and early algebra concepts that integrate fact knowledge. | TEMA-3 assessment is scored to give a grade level equivalent. This assessment is used to ensure students in grades K-2 are making adequate progress for their grade level. Monitoring data from this assessment ensures students are meeting state and local education agency guidelines. |

⁶⁸ Hresko, Wayne P., Schlieve, Paul L. *Comprehensive Mathematical Abilities Test (CMAT)*.

⁶⁹ Ginsburg, Herbert P, Baroody, Arthur J. *Test of Early Mathematics Ability*. 3rd Edition.

Table A 5.2 Formative/Progress Monitoring Assessment

| Assessment Tool/Method | Grade Level | Description | Design | Data Use Plan |
|------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Running Records | K-5 | A running record is an assessment tool which provides an insight into a student's reading as it is happening (Clay, 1993) ⁷⁰ . A Running Record provides information on the following: a score of word reading accuracy, an analysis of a reader's errors and self-corrections, an analysis of the reading strategies used. | The running record assessments provide a book introduction, the typed text, a sidebar of reading characteristics, a scoring guide, comprehension questions with sample responses, and space to take notes and to jot student responses. | Classroom teachers will take running records on individual students at least twice a month. Data from running records will inform weekly instruction and lesson planning related to individual needs of students in the specific area of decoding and comprehension of reading. |
| Portfolio Assessments | K-5 | The use of portfolio assessments (an ongoing collection of student work that shows specific learning progress in a given subject area) is in support of building student and parent awareness of how and why students are progressing in their learning throughout the school year. Students are actively engaged in the selection process, and reflect both in writing and verbally (as age appropriate) to show their understanding of their own progress. | Classroom teachers will use a combination of digital and artifact portfolio collecting. For the digital portfolio, teachers will upload student work, videos, and photos into SeeSaw (an online portfolio system) | Students and classroom teachers review portfolios each month to consistently document learning. Parents may view their child's electronic portfolio in real time. But both formats are available for review at parent/teacher conferences. |
| Curriculum-Based Measurement (CBM) | K-5 | Curriculum-Based Measurement (CBM) is a method teachers use to find out how students are progressing with basic academic skills in math, reading, writing, and spelling, and provides timely and efficient data on student learning to inform instruction. | Curriculum-Based Measurements take many forms. Some examples include short answer questions, multiple choice questions, exit slips, math running records. | Classroom teachers consistently monitor student progress through CBMs weekly and document results in their grade book (found within ALMA - a shared school management system). Results are monitored and discussed during |

⁷⁰ Clay, Marie M. (2000). *Running records for classroom teachers*. Portsmouth, NH:Heinemann

| | | | | |
|--|--|--------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|
| | | CBM can be helpful to parents because it provides current, week-by-week information on the progress their children are making. | | teacher and administrator bi-weekly meetings. |
|--|--|--------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|

A.6 Instructional Staff

The Soulard School will begin the 2019-20 school year with a full staff of highly qualified professionals. Currently 82 percent of our teachers are certified. The school will draw chiefly on its staff prior to the charter transition, with teachers and administrators expected to remain in their previous positions (see Appendix B). A goal for the transition to charter is to maintain the school's commitment to its philosophy, and by maintaining previous staff, the school retains the many hours of experience and professional development already invested in these staff members. Our teachers are dedicated to the school, and over days and years of teaching and learning together have developed a deep understanding of the school's approach and mission.

Hiring Process

New staff members (full-time, part-time and substitutes) will be recruited chiefly through the MO-REAP website, as well as through the school's website and Facebook page. Applicants will participate in an initial interview with the Principal and other administrators. Finalists for classroom positions will be asked to present a sample lesson to a class, with observations by classroom teachers and administrators. Finalists will also be requested to create a sample lesson plan based on a prompt provided by the Principal. A follow up interview and reflection with a small team of teachers and administrators will complete the interview process. The Principal and others involved in the hiring process will be seeking certified teachers, preferring those who have experience or a connection with the school's philosophy (i.e. experience in other schools, or training at a college or program with similar philosophy). During the sample lesson, they will be looking for teachers with good preparation who show flexibility during the lesson, as well as a genuine connection with students and willingness to build relationships. Selected teachers will be offered contracts and provided with a selection of readings and other materials to read prior to their start date, including the staff handbook and key articles about the school's philosophy and approach. All staff will be required to participate in the Family Care Safety Registry check and undergo fingerprint background checks as required by law.

Professional Development

Both new and returning staff will be given numerous opportunities to participate in professional development throughout the year. The school year will begin with 6 days of professional development and planning days, and the school calendar allows for 6 additional days of professional development throughout the school year. Three days at the end of the school year allow time for reflection on the year and planning for the next one. Additionally, all classroom and extended core teachers will meet bi-weekly with the principal and/or assistant principal individually or in classroom teams to discuss curriculum and student support. Weekly one-hour staff meetings are designed to support teacher learning, build community among staff, and communicate information.

Teachers holding preliminary certification will participate in a formal mentoring program established by the Principal, with professional development hours and other aspects logged by the Principal with DESE. All teachers will complete annual professional development plans, to be approved by the Principal. (Refer to pp.40-42 above for more information about teacher professional development.)

Schedule & Planning Time

Full-time classroom teachers will have a contracted 8 hour day, from 8:00-4:00. This allows for 15 minutes each morning and 30 each afternoon of planning and collaboration time with team teachers and others without students present. Additionally, classroom teachers will receive planning time during "extended core" time such as PE, Studio Art and Nutrition classes, as well as several days a week without recess duties. These planning minutes will vary from day to day, but total at least 270 minutes a week. Part-time extended core staff will have schedules that provide adequate planning time, as well as time to participate in staff meetings and professional development as applicable.

Contracts & Compensation

Salaried full-time staff will be compensated based on a salary schedule that factors in professional qualifications and years of experience both at the school and elsewhere. Part-time staff salaries will be based on similar factors, in addition to hours worked per week. Annual contracts will lay out duties and compensation, including salary and paid time off.

Student:Teacher Ratio & Co-Teaching Approach

A key aspect of The Soulard School's approach to education is the importance of low student:teacher ratios to allow for individualized instruction and small group projects. All classrooms would be team-taught, with two co-teachers planning and implementing all areas of the basic curriculum (language arts, math, social studies and science) for a class of 20-24 students. Team teaching supports student growth, and also promotes staff retention, as teachers feel supported by one another and work together in an atmosphere of collaboration rather than the typical isolation of the one-teacher classroom. The Connecticut State Education Learning Center provides a useful model for considering the ways in which co-teaching can be approached at a classroom level (see Table A 6.1).

The school recognizes that co-teaching with such low student:teacher ratios is uncommon in public and charter schools, but it is central to our model of instruction. The school has found that by keeping other expenses low, it is able to make this work within its funding model. See section C.2 for complete budget breakout.

Table A 6.1 Six Approaches to Co-Teaching⁷¹

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>One teach, one observe- the observer is looking for and taking data on specific student outcomes and both teachers analyze results after lesson</p> | <p>One teach, one assist- one teacher takes the lead while the other supports students as needed</p> | <p>Parallel teaching- the class is divided into two groups and each teacher provides the same instruction to their small group</p> |
| <p>Station teaching- classes are set up in 2 or more activity centers, with each teacher supervising/providing instruction at a center. Some centers may provide independent practice.</p> | <p>Alternative teaching- one teacher provides instruction to most of the class, while one teacher provides alternate instruction to a small group needing additional support.</p> | <p>Team teaching- teachers work side-by-side to provide instruction together</p> |

Personnel Policies

The school’s Staff Handbook will be distributed annually to staff and provide clear policies and procedures, including discipline policy, time off request policy and media policy. The handbook will also include a breakdown of staff and administration responsibilities and current list of board members.

⁷¹Friend, Marilyn, Cook, Lynne. (2016). *Interactions: Collaborations for school professionals*. 8th Ed. Adapted from Connecticut State Education Learning Center. <http://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching>

A.7 School Calendar and Daily Schedule

The Soulard School will run on a traditional school year calendar, starting in late August and ending near Memorial Day. The school day of 8:15-3:30 will provide 1053 hours of instruction over 168.5 school days for 2019-20. This is more than the standard 1044 hours required by the state. The calendar will include the required six snow/inclement weather days. To accommodate families with children in other charter and public schools, the school will match its winter and spring breaks with that of St. Louis Public Schools when appropriate. See Appendix C for tentative 2019-20 school calendar.

General Elementary Daily Schedule 2019-20

| | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------|
| 7:00 - 8:10 am | Early Arrival: Drop-off in Lunch Room |
| 8:10 - 8:15 am | Arrival: Students proceed directly to classrooms |
| 8:15 - 8:30 am | School Day Begins with Yoga/Movement |
| 8:30 -11:45 am | Morning Core Curriculum (Math and Literacy) |
| 9:00 - 9:10 am | Breakfast served in classrooms |
| 11:00 -11:30 am | First Recess (classes TBD) |
| 11:30 -11:50 am | First Lunch (classes TBD) |
| 11:45 -12:15 pm | Second Recess (classes TBD) |
| 12:15 -12:35 pm | Second Lunch (classes TBD) |
| 12:00 - 3:15 pm | Afternoon Extended Core Curriculum (Music, P.E., Studio Art, Performing Arts, Culinary Arts, Science/STEAM, Social Studies) |
| 3:15 - 3:30 pm | Cleaning/Closing Meetings in Classrooms |
| 3:30 pm | School Day Ends |
| 3:30 - 6:00 pm | Aftercare Activities |

Total 6.25 hours of instruction per day. See Appendix C for sample grade level weekly schedules.

A day in the life of a student begins with yoga in the classroom at 8:15. This activity, which may be teacher- or student-led, sets the tone for a thoughtful transition into our academic day. From there, classes focus on the core curriculum of Literacy and Mathematics in the morning. Low student:teacher ratios of 10-12:1 with two full-time co-teachers in all elementary classrooms allow for varied groupings, activities, and learning that include one-on-one work, whole- and small-group instruction and independent projects.

All classes offer a voluntary breakfast/snack time during their morning work period, when students may eat a healthy breakfast provided by the school to keep their energy up for learning. All grades are offered a 30-minute recess prior to lunch. Recess takes place on the

playground or at Gene Slay's Girls & Boys Club playground, with a maximum of 50 students at either location at any given time with 2-3 teachers supervising.

Lunch is a focus of the day, with all food being prepared on the premises by our chef. Several days a week, she works with small groups of upper-grade students to shop for and prepare the meal. A weekly Nutrition class provides a framework for student understanding of where food comes from and how to build a balanced meal. At lunch, students sit at mixed-age tables with a teacher, and enjoy a nutritious meal together. Parent volunteers help with serving and clean up, as do older students. All students are taught to care for the school by bussing their own dishes, etc.

The afternoon provides further instruction and activities focusing on Literacy and Mathematics, as well as a variety of "extended core" curriculum subjects, including PE, Performing Arts, Studio Arts, Nutrition and STEAM Lab. Across all areas, the curriculum is pinned to the Missouri State Standards, and created by the teachers in consultation with the Principal and Assistant Principal, to meet the needs of all students. The afternoon schedule will vary by day, with different extended core classes each afternoon. A weekly Assembly time brings all the elementary grades together for whole-group activities including presentations by classes and guest speakers.

A day in the life of a Soulard School teacher would mirror and support that of the students. The teachers' contracted day will be 8:00-4:00, giving them 15 minutes at the start and 30 minutes at the end of each day for planning, preparation and consultation with their co-teacher and others. The "extended core" schedule would provide at a minimum an additional 180 minutes of planning time per week for classroom teachers. Since co-teachers would have the same planning schedule, this provides ample time for co-planning. .

Our commitment to co-teaching provides support and interconnectedness around and within the school. Co-teachers are able to tag-team lessons and support student progress, as well as provide higher level of parent communication and documentation of activities. Professional development each August includes discussion and training on models of co-teaching. (See Table A 6.1 in Section A.6)

A.8 Special Student Populations

In line with the TSS mission, we are committed to developing the full capacity of the social-emotional, intellectual, academic, and physical competencies of each individual, regardless of innate ability or circumstantial means. In our 14-year history, we have embraced the unique strengths and challenges of individual learners and their idiosyncratic life experiences, and have developed a professional proficiency for efficient supports and responses to ensure they are wholly supported. As such, The Soulard School will put all required policies and procedures in place to ensure that any enrolled Child with a Disability will be educated and served to the fullest extent under the Individuals with Disabilities Act (IDEA)⁷², and/or in compliance with Section 504 of the Rehabilitation Act of 1973⁷³. Similarly, any enrolled child with Limited English Proficiency (LEP), any enrolled child determined to be gifted/talented in any area, and any enrolled child experiencing a state of homelessness will be educated and served to the fullest extent pursuant of the Every Student Succeeds Act (ESSA)⁷⁴ and the McKinney-Vento Act. The Soulard School will put in place all policies and procedures required by law to assist the state in identification of migrant students and provide services to which they're entitled.

Gifted/Talented Learners

As part of our commitment to effectively differentiate within the MTSS, we will actively screen and identify learners, who are not otherwise identified through the admissions process, who may qualify as gifted/talented. We will establish selection criteria to allow for ten to 20 percent of our enrolled population to be considered for further evaluation. This will include specific methods to identify traditionally underrepresented learners. Criteria may include nationally-normed achievement test scores, previous grades, and teacher observations and anecdotal records noting creative problem-solving and general creativity. Teachers will receive professional development in recognizing markers for learners who may qualify as gifted/talented.

We will determine criteria for evaluating gifted/talented services in academic content areas and/or fine arts. When necessary, we will contract with a certified professional from Miriam Learning Center for evaluative services to determine General Mental Ability and/or Academic Ability. We will establish alternative selection plans for learners who qualify as ELL, SPED, and/or are circumstantially homeless.

When necessary, we will contract out for Gifted/Talented services and assistance, and will prioritize hiring a teacher with certification in the area of gifted services they are providing.

⁷² Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004)

⁷³ The Rehabilitation Act of 1973, 29 U.S.C. § 701 (1973)

⁷⁴ ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016)

Special Education

In consideration of each learner's natural talents, limitations, and personal history, our teachers are knowledgeable of and practiced in methods of differentiation to ensure each student is able to contribute successfully to a lesson's culmination. Our commitment to a co-teaching model⁷⁵ allows for additional opportunities for small groups and/or individuals working at their own level and pace with various degrees of progress monitoring, while also maximizing the benefits of teachers' specialties (e.g. reading specialist, dual general/special education certifications) that each teacher brings. The Assistant Principal has provided the dual role of certified special-education teacher, consult, liaison, and direct services provider for the last six years, and will continue to act as the coordinator of services when considering special student populations. Additionally, we have a long-standing relationship with Miriam Learning Center⁷⁶ and have acted in partnership with them when providing resources to families. This relationship will become more formal as we contract with their specially-certified professionals to provide evaluative and related services, and direct special education services beyond our special education teacher's capacity.

It will be the role of the Assistant Principal, or designated special education coordinator, to:

- Schedule, document, and monitor IEP meetings, services, goals, and progress in conjunction with direct service providers using the online platform Sped Track⁷⁷.
- Manage communication with parents and team members as dictated by timelines under IDEA
- Schedule special education and related services within the school day
- Communicate in a timely manner with general education and extended core teachers, parents, and all relevant professionals
- Monitor that accommodations and/or modifications within each setting are implemented with consistency and fidelity, and that each teacher-of-record understands their role and responsibility as it pertains to the learner

Based on our current enrollment, approximately 15 percent of our population would be identified as a child with a disability under IDEA. In our first year, related services will be on a contractual basis with Miriam Learning Center, and their appropriate certified professionals will provide services in accordance with the IEP. If needed, we will prioritize the hiring of certified professional staff based upon the greatest student needs as indicated by special education and/or related service minutes.

⁷⁵ Cooke, Lynne, Friend, Marilyn. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*. 28 (3). 1-16.

⁷⁶ The Miriam Learning Center. <https://www.miriamstl.org/learning-center/>

⁷⁷ Sped Track. <https://spedtrack.com>

English Language Learners

The Soulard School's learners with LEP will be identified by following the required guidelines and procedures set forth by DESE. This includes:

1. Enrollment forms that ask parents/guardians to indicate the child's first language, the language the child uses at home and with others, and the language the child hears at home and understands
2. Careful teacher observations throughout the school day, as teachers will receive professional development in detecting learners with suspected LEP, and effectively communicating with learners identified as English Language Learners (ELL).

Learners with suspected LEP based on enrollment forms and/or teacher observations will be screened following the procedures and utilizing the instruments required by DESE for screening students, and if necessary, be assessed for English Language Proficiency (ELP), using an appropriate protocol within 30 days of enrollment at the start of the year, or within two weeks of any mid-year enrollments. The Assistant Principal, or a designated ELL coordinator, will receive necessary training to screen and assess for ELP to determine if a learner qualifies for a Language Instruction Educational Program (LIEP). Parents will be notified of eligibility in the language they understand, and will have the option of opting out.

Homeless Students

In compliance with the McKinney Vento Act⁷⁸, we will immediately guarantee a safe environment and a quality education for any child determined to be homeless regardless of housing or residence status, guardianship, or records and enrollment paperwork. The Assistant Principal, or other designated staff person, will act as the homeless liaison, and will coordinate and/or provide resources in support of meeting the child's needs, care, and achievement. If established as the school of origin, we will provide transportation to and from school for the remainder of the school year despite the learner's transition to more permanent housing. If necessary, social work services and assistance will be contracted out. Should the number of homeless students be more than anticipated, we will prioritize hiring a licensed social worker.

⁷⁸McKinney Vento Act 42 US Code §§11431-11435 (1987)

A.9 School Goals

To be successful we must have clear, ambitious, yet attainable goals that align with our core pillars as guideposts for this transition from an independent school to a charter model, and can guide our operation moving forward. As evident in our School Improvement Action Plan (see Appendix A) when fulfilling our accreditation requirements under the Missouri NonPublic School Accrediting Association⁷⁹, we are experienced in writing intentional goals with corresponding plans of action. Furthermore, The Soulard School has a performance contract with UMSL that lays out additional goals. Refer to Appendix D for this document.

Student Well-Being/Experience

First and foremost, students must feel safe and supported, and experience feelings of purposeful belonging to make academic strides. The confidence to be vulnerable, and the resiliency needed to persevere, when taking academic risks goes hand-in-hand with making academic gains.^{80 81} Similarly our parents and staff must have feelings of partnership and belonging in this community, despite coming from a variety of backgrounds and experiences, to promote further engagement and achievement⁸². As such, we will work relentlessly toward the following:

SWB GOAL 1

Using a self-perception survey, 80 percent of our student respondents will report that they agree with the following statements:

- *I feel safe at school.*
- *I feel respected at school.*
- *My teachers care about me.*
- *My ideas and participation are valued when I'm at school.*

SWB GOAL 2

Using a self-perception survey, 80 percent of our parent/guardian respondents will report that they agree with the following statements:

- *I feel that my student is safe at school.*

⁷⁹ Missouri NonPublic School Accrediting Association. <https://www.moqualityschools.com>

⁸⁰ Brown, B. (2010, June). Brene Brown: The power of vulnerability. [video file]. https://www.ted.com/talks/brene_brown_on_vulnerability

⁸¹ Clifford, Margaret M. (1988). Failure tolerance and academic-risk taking in 10- to 12-year old students. *British Journal of Educational Psychology*. 58(1). 15-27.

⁸² Hoover-Dempsey, K. V., Walker, J. M.T, Sandler, H. M., (2005). Parents' motivation for involvement in their child's education. In E.N. Patrikakaou et. al (Eds.) *School-family partnerships for children's success*. (pp. 40-56). New York, NY: Teachers College Press.

- *The school works actively to create respectful partnerships with me.*
- *I feel welcome when I am in the school building.*
- *I am a valued partner in my student's education.*

SWB GOAL 3

Using a self-perception survey, 80 percent of our staff respondents will report that they agree with the following statements:

- *I feel that I am safe at school.*
- *My colleagues work actively to create a positive and welcoming environment.*
- *I look forward to coming to school in the morning.*
- *I am a valued partner in the school's development.*

We anticipate measuring these goals using an adapted version of the Teaching Tolerance School Climate Questionnaire,⁸³ and will collect information regarding this goal at the start of the year, mid-year, and end of the year in year one to collect a baseline and determine courses of action to ensure we are making adequate progress toward this goal and/or maintaining this goal in coming years.

This goal will also be measured using office referral and behavior-response data. Using in-house documentation, we will continuously monitor school-time and energy placed on responding to and supporting ongoing disruptive or unsafe behavior as an indicator of our social-emotional programming and behavior supports.

Academics

Internal Assessments

While teachers build curriculum that is authentic and connected, much time and consideration are put into literacy and math skill building, as well as critical thinking and strategic concepts related to all subjects. Teachers see themselves as researchers of student growth and development, and consistently use pre- and post-assessments to inform their planning to ensure that students make progress. In order to do so, teachers have been trained in the use of formative assessment tools (see Table A 5.2) as well as formal evaluative tools to help them analyze student progress in the present and long term. Assessing students using norm-referenced assessment tools two or three times through the year gives teachers a broader understanding of how students are progressing as compared to an average student of similar age; specifically in the areas of literacy and math.⁸⁴ In addition, we understand that consistent

⁸³ Teaching Tolerance. School Climate Questionnaire. <https://www.tolerance.org/sites/default/files/2017-08/teaching-tolerance-school-climate-questionnaire.pdf>

⁸⁴ Huitt, W. (1996). Measurement and evaluation: Criterion- versus norm-referenced testing. Educational Psychology Interactive. Valdosta, GA: Valdosta State University.

attendance is integral in supporting student academic progress.⁸⁵ Attendance improves when schools engage students and parents in positive ways. Both administrators, classroom teachers, and support staff will work to help students meet the following goals:

IA GOAL 1

80 percent of our students will demonstrate grade-level equivalency as evidenced by the norm-referenced assessments for literacy (F&P) and math (TEMA/CMAT)

IA GOAL 2

80 percent of our students will be reported as meeting expectations (ME) or higher in literacy and math concepts/applications as indicated by trimester reports.

IA GOAL 3

90 percent of students will attend school 90 percent of the time as indicated by database attendance reports.

External Assessments

Please refer to the Performance Contract (Appendix D).

Community Engagement

We have a long history of parent involvement, from the school's establishment to the physical work it takes to maintain our school building, that we will work to maintain through this transition. As previously stated, student achievement is directly impacted by parental presence and involvement in their education, regardless of grade-level.⁸⁶ Additionally, research suggests that students are more engaged and motivated when at school, as well as more likely to make healthier behavior choices.⁸⁷

CE GOAL 1

90 percent of parents will participate in school functions and events outside of conferences as indicated by sign-in sheets and logging volunteer hours.

⁸⁵ Anderson, A. R., Christenson, S. L., Sinclair, M. F., & Lehr, C. A. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*(2), 95-113.
doi:10.1016/j.jsp.2004.01.002

⁸⁶ Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review, 66*(3). 377-397.

⁸⁷ Gonzalez-DeHass, A.R., Willems, P.P. & Holbein, M.F.D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review, 17*(2). 99-123.

CE GOAL 2

Using a self-perception survey, 80 percent of our parent/guardian respondents will report that they agree with the following statements:

- *There are opportunities for me to participate in my student's learning*
- *There are opportunities for me to support the school my student attends*
- *There are opportunities for me to ask questions, shared feedback, and/or otherwise communicate openly with my student's school's staff.*
- *There are opportunities for me to access my student's learning*

SECTION B: PROGRAM OPERATIONS

B.1 Overview: Governance, Management and Operations

Summary

The Soulard School will be operated as a separate 501(c)(3) non-profit corporation pursuant to Missouri Revised Statutes chapter 355 and will receive strategic direction, fiduciary oversight, and governance from The Soulard School Board of Directors. The sponsoring university, UMSL, will provide accountability and public oversight to ensure that TSS governing board maintains its independence to govern the school. UMSL will work with the Board of Directors to avoid the appearance of impropriety between TSS and all third-party relationships.

At the school level, daily decisions and management will be handled by the administrative team: Executive Director, Principal, Assistant Principal, and Communications & Operations Director (see B.3 for organizational chart). Some school-level services, including Special Education Services and some aspects of finance will be outsourced to local consultants through contracts overseen by the Board. Student information systems and DESE and federal reporting will be overseen by the Communications & Operations Director, while the Assistant Principal will oversee special education compliance and tracking.

The school will work to engage all stakeholders, including parents, staff and community partners, to provide successful outcomes for our students. Staff and parents will be given the opportunity to participate in a variety of committees to play an active role in school functions. The school will build on its 14 years of community-building experience to build rich relationships with donors and community partners, including key St. Louis universities, nonprofits and corporations.

While we, as an independent school, have been able to raise \$500-700,000/year in addition to tuition, our budget as a charter demonstrates our capacity to provide a top-quality education, including low student:teacher ratios (12:1 classroom teacher), within a budget that relies exclusively on public funding by Year 2 (see section C.2 below). This is achieved by considering every aspect of the budget carefully and making decisions based on more than a decade of experience with the costs of running this building and this program.

The school's current facility meets the needs of the 144 elementary students anticipated when the school is at capacity by Year 5. Optional renovations could improve use of space and enhance programming, we anticipate this would be funded by additional fundraising with private and corporate donors and occur within the next three years.

B.2 Governing Board Composition and Corporate Organization

The Soulard School will be governed by The Soulard School Board of Directors, which will hold the school's charter with UMSL. The Soulard School has been functioning under a 501(c)3 structure since its founding in 2004. The school will be transitioning to a charter model under the supervision and direction of the board, who will continue to provide guidance and oversight. The founding board of the charter school will be comprised of members of the previous board under the private school model, with additions made in light of the transition to charter. Additional board members will be recruited by the current board. A sub-committee of the Board will focus on recruitment and training of new members.

The Soulard School Board of Directors will provide leadership, financial oversight and fund development for the school, as well as provide oversight and support for the Principal and school personnel. In general, decisions about personnel, budget and curriculum will be made by the Principal and administrative team in consultation and with the approval of the Board. The Board will meet monthly for open, public meetings that will meet all requirements for open meetings under Sunshine Laws.

Board Structure

The Board of Directors will include several officers and other members at large. Officers include the President, Vice President and Secretary. All Board members will be assigned to one or more committees which will focus on different needs of the school, including Executive, Finance, Programs & Operations, and Fund Development.

In accordance with Missouri Revised Statutes section 160.405.5 (8)(a), UMSL has sent a copy of this application to St. Louis Public Schools. Upon approval from the Missouri Department of Elementary and Secondary Education, The Soulard School will serve as a local education agency (LEA) and shall be considered a quasi-public governmental entity subject to Missouri Revised Statutes section 610.010. See Appendix E for The Soulard School's Articles of Incorporation, Bylaws, and 501(c)(3).

Board Roles and Responsibilities

The Soulard School Board of Directors' responsibilities fall under three broad categories:

- *Fiduciary Role:* Funding is the implicit role of the board to ensure the sustainability and ongoing impact of The Soulard School. The Board is responsible for evaluating and monitoring the long range and annual goals and making necessary adjustments.
- *Governance:* The Board is responsible for perpetuating board members succession, and for hiring, evaluating and compensating the Principal.
- *Community Benefit:* It is the critical role of the board to help ensure future and ongoing evolution of The Soulard School and its Mission.

Specifically, in support of TSS's mission and acceptance of the responsibilities of the Board, Board members are expected to:

- *General responsibilities:* Ensure that The Soulard School operates in a manner consistent with its mission, charter, and all relevant state statutes set forth in Missouri Revised Statutes 105.450 and 160.400-425.
- *Budget Oversight:* Reviewing and overseeing the school's annual budget and monthly expenditures.
- *Board Meetings:* Meet monthly, in addition to board committee meetings. Conduct all meetings and committee business in accordance with Missouri Sunshine Policy subject to the provisions of Missouri Revised Statutes section 610.010.4, and follow provisions governing meeting notices, public records, email communications, and closed meeting records as defined in Missouri Revised statutes 610.020, 610.010, 610.021 and 610.022.
- *Strategic Planning and Guidance:* Support development of and adherence to the school's mission and vision, and oversee charter application and renewal.
- *Record Keeping and Reporting:* Oversee maintenance of any records or documents required by law or through the charter contract and ensure that all reports required by local, state and federal law are filed in an accurate and timely manner.
- *Facility Decision-Making:* Approve contracts for lease or purchase of facilities and for major construction projects.
- *Legal and Ethical Integrity:* Adhere to the provisions of the Board's Bylaws and Articles of Incorporation as well as all local, state and federal laws and regulations regarding school governance.
- *School Leadership:* Oversee hiring, compensation and annual evaluation of Principal.

Board Commitments

To successfully perform their duties as decision-making public servants, Board members will meet the following commitments:

- Be in agreement with the mission, philosophy, discipline policy and administrative structure of The Soulard School and read the school's chartering documents
- Regularly attend and actively participate in scheduled Board meetings.
- Declare any known conflicts of interest
- Support fundraising activities through a combination of personal contributions and connecting the school with local donors and funding opportunities.
- Attend annual board conference where goals are defined and self-evaluation is conducted.
- Serve on a Board Committee to share expertise, provide guidance on key issues decisions related to the school's operation, and facilitate discussion of current and future plans.
- Stay familiar with regular school activities, projects and concerns through reading the school's newsletter and visiting the school annually.

- Attend school activities throughout the year as able including fundraisers and community events.
- Facilitate tours of the school- bring new constituents to TSS
- Serve as exemplary public relations representatives of the school.

Board Recruitment & Development

The founding board has been selected based on their diverse strengths and deep commitment to the school. Several members are parents and grandparents of students and alumni, while others joined due to an interest in furthering education in St. Louis. Attention will be paid to ensure that board members do not have conflicts of interest in oversight of the school's business. Should a board member find a conflict (i.e. a proposed contract with their company), they will recuse themselves from discussion and voting on that matter as per the bylaws and relevant state regulations and statutes.

The Soulard School Board of Directors is comprised of individuals with diverse backgrounds and skill sets, each of whom brings to the organization a commitment to the school and the city. New members will be recruited by the Board Recruitment Committee, in conjunction with the administration team, with an eye toward creating a balanced and diverse board that reflects our community and can provide advice and support for the school, in addition to fund development.

All Board members will be required to complete a minimum of 16 hours of initial board training, as well as a full background screening and Family Care Safety Registry, these will be completed prior to the start of the 2019-20 school year (see Appendix F). The Soulard School will join the Missouri School Board Association (MSBA) and participate in MSBA training for new board members and receive ongoing professional development through MSBA and the Missouri Charter Public School Association.

Founding Board Members

James Holloran, President

Jim Holloran has played a central role in The Soulard School since its founding in 2004, and even prior to that in its original roots in The Little School and Gym starting in 1997. Six of his grandchildren have attended the school, including two alumni, and he currently is the owner of the school's building (see Section C.1). Jim is a well-known St. Louis lawyer with a JDD from St. Louis University, who has served as Board President of the Missouri Association of Trial Attorneys and American Board of Trial Advocates, as well as board member of the American Trial Lawyers Association. In addition, he is the Chairman of the Board of Directors of Commercial Bank of Westport. Jim has been active in many St. Louis institutions and charitable organizations, serving on the Dean's Council for St. Louis University Law School, and the

boards of Loyola Jesuit Middle School, Vianney High School, and Lifebridge. Additionally, he is an integral part of the Soulard neighborhood as owner of John D. McGurk's Pub. Jim brings to the board his legal expertise, as well as deep connections to a network of philanthropic families and non-profits in the city and a deep love for the school and the opportunities it brings to the city's children.

- BS, Engineering, St. Louis University
- JDD, St. Louis University
- Attorney, Retired
- Chairman of the Board of Directors, Commercial Bank of Westport
- Former Board President, Missouri Association of Trial Attorneys
- Former Board President, American Board of Trial Advocates
- Former Board Member, American Trial Lawyers Association
- Dean's Council, St. Louis University Law School
- Founding Board Member, Loyola Jesuit Middle School
- Board Member and Former President, Lifebridge
- Former Board Member, Vianney High School

James (Jay) DeLong

Jay has been a board member and a TSS parent since 2014. He holds a BA in Philosophy and Political Science from Westminster College, and has been involved in various tech ventures in St. Louis and beyond, including prior work with the St. Louis Regional Chamber. He is a co-founder and managing general partner of SixThirty CYBER and a co-founder and board member of T-REX/Technology Entrepreneur Center. Jay brings to the board connections to the city's entrepreneurial and tech communities. In 2015, he helped the school serve as host to Start-Up Edu-StL at the Cortex Complex. Additionally, he brings experience fundraising and writing grants for start up capital ventures.

- BA, Philosophy & Political Science, Westminster College
- Co-Founder, Managing General Partner, SixThirty CYBER, 2016-present
- Co-Founder, Board Member, T-REX/Technology Entrepreneur Center, 2011-present
- Vice President, New Ventures & Capital Formation, St. Louis Regional Chamber, 2006-2014

Anne Coggan Johnston

Anne brought decades of experience in school leadership when she joined the Soulard School Board in 2015. She holds a BA in English from Auburn University and a MEd from the University of North Carolina at Greensboro. Beginning in 1975, Anne worked at Summit School in

Winston-Salem, NC, beginning as a teacher and eventually serving as an administrator before retiring in 2009. In addition, she served as Executive Director of the North Carolina Association of Independent Schools from 1998-2002. She also served as Education Consultant to the Soros Foundation from 1995-2001. She brings her knowledge of school oversight from NCAIS to ensure that TSS provides top-notch education while meeting the highest standards for organizational structure. Anne is the grandparent of a TSS alumni and current student and is deeply committed to the school's success.

- BA, English, Auburn University
- MEd, University of North Carolina at Greensboro
- School Administrator, Retired
- Teacher, Administrator, Summit School, 1975-2009
- Executive Director, North Carolina Association of Independent Schools, 1998-2002
- Education Consultant, Soros Foundation, 1995-2001

Michael Harrold

Michael has served on the Board since 2013, and is a parent of an alumni and neighbor of the school. He has a BA in History and a MA in Political Philosophy, and is the Senior Director of State Government Affairs for Express Scripts. As such, he brings a knowledge of state politics to our Board, as well as an alumni parent prospective.

- M.A. in Political Philosophy, Loyola University of Chicago
- B.A. in History, East Carolina University
- Express Scripts, Senior Director, State Government Affairs, 2006 - present
- Property Casualty Insurance Association of America, Vice President, State Government Affairs, 1998 - 2006
- Citizens for a Sound Economy, Policy Analyst, 1994 - 1998

Nick Reding

Nick has been a part of The Soulard School Board since joining in 2016. Nick is a writer by training, with a BA and MFA in Creative Writing and Fiction Writing, and has written several acclaimed books including *Methland*. He has served as a visiting professor and writer at various universities including Washington University and George Mason University. In addition to writing, Nick is passionate about conservation and works to convert old farm land to a more natural state to promote native species. He is a trustee of the Missouri chapter of The Nature Conservancy and board member of the Great Rivers Habitat Alliance. The parent of two

Soulard School children since 2014, Nick is an involved board member who has worked closely with administration in shaping the charter initiative and fund development.

- BA, English Literature & Creative Writing, Northwestern University
- MFA, Fiction Writing, New York University
- Managing Member, Twin Rivers Farm & Reding Farms, LLC, 2013-present
- Assistant Professor, Washington University, 2010-2012
- Visiting Professor, George Mason University, 2004-2005
- Author, Visiting Writer, Freelance Journalist, 1998-2009
- Trustee, Missouri Chapter of The Nature Conservancy, 2017-present
- Board Member, Great Rivers Habitat Alliance, 2015-present

Basiyr Rodney, PhD

Basiyr has fostered the school's connection with Webster University since joining the board in 2016. He has served as an associate professor of Educational Technology at Webster since 2007 and has helped create CMAT 5000, the graduate course that Soulard School teachers and administrators co-teach with him and other Webster faculty. Basiyr holds a BA in History, MSc in Government & International Relations, and MEd in Instructional Technology. As a TSS Board member, he has advised the school about technology projects and grants.

- BA, History, University of the West Indies
- MSc, Government & International Relations, University of the West Indies
- MEd, Instructional Technology, Florida Atlantic University
- EdD, Curriculum & Instruction, Florida Atlantic University
- Associate Professor, Educational Technology, Webster University, 2007-present
- Adjunct/Visiting Professor, Instructional Technology, Florida Atlantic University, 1998-2006

John Wilbers

John joined the Soulard School Board in 2017. A partner in The Wilbers Law Firm, LLC, John holds an MBA and JDD from University of Missouri-Columbia. John has been an active fundraiser for the school, and brought many good connections to the grant world.

- MBA, University of Missouri - Columbia
- JDD, University of Missouri - Columbia
- Partner, The Wilbers Law Firm, LLC

Bob Woodruff

Bob has served as the Chief Operating Officer of the Missouri Botanical Garden since 2015, and on the Soulard School Board since 2017. Bob brings decades of experience in financial management at both for-profit and non-for-profit organizations, and holds a BA Business Administration and MBA. Bob chairs the Finance Committee and has provided valuable insight and advice on managing the school's finances during the transition from private to charter school.

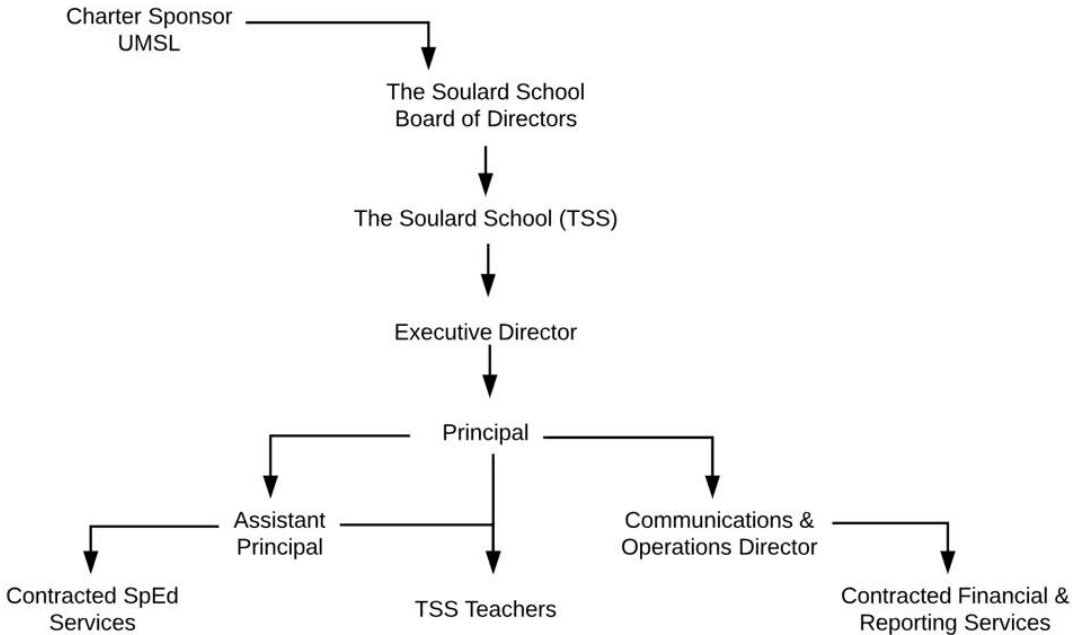
- BA, Business Administration, Bryant University
- MBA, Washington University
- Chief Operating Officer, Missouri Botanical Garden, 2015-present
- Director, Huron, 2012-2015
- Vice President and Chief Financial Officer, St. Louis University, 1999-2011
- Vice President, Deutsche Financial Services, 1984-1998

B.3 Management and Operations

The Soulard School will be structured in a typical manner for charter schools, with oversight by its Board of Directors and UMSL, the charter sponsor. At a school level, daily supervision will be provided by the Principal and administrative team.

Figure 10. Soulard School Organizational Chart

Soulard School Organizational Chart



Administrative Structure & Qualifications

As the school will be beginning with K-5th grades already in place, the full number of administrators will be needed from the start. The administrators from the school under its previous private school model will transition with the school in 2019-20. They bring with them extensive credentials and experience working with students of all ages. Specifically:

Sarah Christman, Executive Director

- BA, Human Development & Family Studies, University MO-Columbia, 1999
- MAT, Early Childhood Education, Webster University, 2005
- Co-Founder, Director, Asst. Head of School, Head of School, Executive Director, The Soulard School, 2005 to present,
- Early Childhood Teacher, The Little School & Gym, 1999-2004

Kerri Fair, Principal

- BS, Elementary Education, William Jewell College, 1996
- MA, Reading Education, University of Missouri, Kansas City, 2004
- Education Specialist, Educational Leadership, Webster University, 2018
- Elem. teacher/Literacy Coach, Instructional Specialist, Principal, Soulard School, 2007-present
- Reading Specialist, Arrowpoint Elementary, 2004-2007
- Elementary teacher, Winnwood Elementary, 1997-2004
- Kindergarten specials teacher, McQuerry Elementary, 1996-97

Haley Biehl, Assistant Principal

- BS, Journalism, Southern Illinois University Carbondale, 2005
- MAT, Special Education, McKendree University, 2009
- Advanced Graduate Certificate: Leadership in Tiered Systems of Support, Webster University, anticipated 2019
- Student Support Coordinator, Assistant Principal, Soulard School, 2012-present
- Lower Elementary Behavior Support Teacher, Jefferson Elementary, 2010-2012
- Teacher, Assistant Teacher, Illinois Center for Autism, 2006-2010

Eleanor White, Communications & Operations Director

- BA, American Studies, Bard College, 1998
- MA, Education Policy Studies, University of Wisconsin-Madison, 2001
- Elementary Teacher Certification, Fontbonne College, 2005
- Elementary teacher, School secretary, Assistant Executive Director, Soulard School, 2007-present
- Elementary teacher, Paideia Academy, 2005-2007
- Education Research Assistant, Illinois Education Research Center, 2004-2005

When future hires are needed at this level, as with teaching staff, the position will be advertised on MO-REAP and the school's website, with qualifications to include a combination of teaching and administrative experience, and supporting degrees and certifications. Depending on the position, members of the Board, staff members, and parents may be involved in the hiring process.

The Administrative Team works together to manage all aspects of the school. With the team already in place, we have knowledge of how these roles fit with one another.

Administrative Roles

Executive Director: Sarah Christman

- Providing leadership in shaping and maintaining the school's philosophy and vision.
- Liaison between the Board of Directors and others in the school community.
- In coordination with the administrative team and Board, establishing the annual budget for Board approval.
- Acting as a community liaison, building relationships and educational partnerships with the neighborhood and the city.
- Providing ongoing supervision of school's budget and finances in coordination with other administrators and school personnel.
- Serving as the public face of The Soulard School to create visibility and stature in the public, philanthropic and policy making communities;
- Enhancing the current communications strategy to drive local and regional understanding and awareness of The Soulard School;
- Anticipating, identifying, and addressing the strategic challenges The Soulard School will face as it transitions into the next phase of its growth

Principal: Kerri Fair

The Principal is responsible for implementing and developing the school's mission and philosophy in the long-range management of the school, as well as supporting the teachers in their role as lead learners in their classrooms. This includes:

- Taking the lead in hiring and training new staff members.
- Acting as a community liaison, building relationships and educational partnerships with the neighborhood and the city.
- Developing and organizing professional development opportunities for all staff that include: in-house training, guest presentations, opportunities away from school.
- Supporting teachers in all areas of their development through; consistent review of lesson plans, bi-weekly meetings, weekly observations (both in person and through the use of video), and formal performance evaluations.
- Assisting teachers in creating and maintaining a yearly professional development plan and supporting a continuation or advancement of their professional certifications.
- Working with Assistant Principal to document and report student behavior and academic data, as well as use that data to create (with teacher feedback) school goals in support of increased student progress in both areas.
- Developing class schedules for extended core and support personnel.
- Maintain student trimester report system and support teachers with implementation as needed.
- Coordinating student transition to middle school; liaison with alumni.
- Meet with students, staff and families to mediate issues as needed.

Communications & Operations Director: Eleanor White

The Communications & Operations Director supports the Board and Principal in day-to-day management of the school. Specifically:

- Managing day-to-day finances in coordination with contracted financial experts (See Section B.4), including payroll, benefits and pension contributions
- Planning and hosting Open Houses and other outreach and admissions events.
- Managing the school's website and social media sites.
- Facilitating communication with staff, parents and community members via newsletters, social media, community meetings, etc.
- Managing day-to-day communication including phones, visitors, tours, email inquiries.
- Managing building, grounds and equipment maintenance and supply inventory.
- Organizing and managing student and employee records, including prospective student applications.
- Assisting teachers in securing necessary supplies, outside resources and transportation for field trips and special activities.
- Facilitating and tracking parent volunteer projects.
- Coordinating daily scheduling, including tracking staff absences and arranging for subs.
- Ensuring all city, state, and federal tax requirements, regulations and rules are met.
- Tracking all income and expenses and reporting to Executive Director, Board, and state and federal agencies as required by law.
- Creating and filing all relevant financial reports with DESE including Annual Secretary of the Board Report (ASBR).

Assistant Principal: Haley Biehl

The Assistant Principal works with the Principal, teachers and parents to support student success in the classroom. Specifically:

- Developing behavior plans and other tools for student success.
- Coordinating the Care Team and Miriam Learning Center and other providers to ensure that students with special needs get assessment and services as needed.
- Working with parents to support them in navigating the special education process and make the best decisions for their children's education.
- Assisting teachers in developing strategies to meet the needs of specific students academically.
- Working with students in matters of conflict resolution, team-building, and understanding the basic principles of Soulard School: responsibly, gratitude, philanthropy and reflection.
- Working with the Communications & Operations Director to ensure compliance and tracking of all special education services and reporting to DESE and other government entities.

B.4 Financial Operations and Data Management

Finances for The Soulard School will be managed chiefly by the Communications & Operations Director, with oversight from the Principal and the Board of Directors. The school will utilize several contractors to ensure that all work and reports meet the letter of state and federal reporting laws. The school's funds will be secured by its banking institution as required by law. The school will follow allowed investment guidelines for political subdivisions as required.

The school will outsource several key aspects of school financial and data management:

Payroll & Taxes- Regency Computer Services

The Communications & Operations Director will communicate with Regency regarding teacher salaries and deductions. Regency will track and pay all state, local and federal taxes, issue W-2 income tax forms, print and deliver all paychecks to school for distribution.

Student Information Systems - To be determined

The school has been utilizing Alma⁸⁸ for the past 3 years to store student records including attendance, teacher grade books and report cards. The school is currently exploring expanding this system, or seeking alternatives for 2019-20 to ensure that we have a system in place that works with MOSIS and meets all reporting and tracking guidelines, including FRPL and LEP data. Additionally, the school is consulting with Miriam Learning Center and other local schools regarding the purchase of a separate system to track special education services compliance and ensure that students with IEPs receive and have documented their full minutes of special education services.

Student Records

The Communications & Operations Director is responsible for securing student records and ensuring that they are kept accurately by staff and administration.

Financial Management- Shannon Spradling

The Communications & Operations Director and Board will work with consultant Shannon Spradling on key areas of financial management including:

- DESE Annual Performance Review compliance data
- Check processing
- Federal program budgets and draws - ensure compliance with Education Department General Administrative Regulations (EDGAR)
- Bank reconciliation
- Coordinating annual audits
- Pension payments
- Assist in completion of Annual Secretary of the Board Report

⁸⁸ ALMA. <https://www.getalma.com/>

B.5 Contracted Services (Including but not limited to Transportation, Insurance and Food Service)

Transportation

The Soulard School will provide transportation between school and home for students only when mandated by IEP or under state guidelines for serving homeless students. All other families will provide their own daily transportation. For field trips, the school will use a variety of transportation methods including school bus rental and parent/staff volunteer drivers. If parent/staff drivers are used, proof of insurance will be provided to the school for each driver annually.

Insurance

The School will contract with J.R. Greene Insurance services as a broker to provide building, contents, liability and board insurance and assist with all matters involving these insurance policies. The School currently utilizes Philadelphia Insurance for these liability coverages, with J.R. Greene checking annually to ensure that this is the best priced policy to meet the School's needs.

The School will contract with Caravus Group Benefits as a broker to provide employee benefit insurance (including health, vision, dental and life insurance) to all full-time employees and assist with all matters involving these insurance policies. The School currently utilizes Coventry for these employee benefit coverages, with Caravus checking annually to ensure that this is the best priced policy to meet the School's needs. The proposed budget (see Section C.2) includes expenditures for the required insurance coverage including all areas required for the school.

Table B 5.1 Required Insurance Coverage and Carriers

| Required Insurance Coverage | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|-------------|
| Category | Insurance Policy | Insurance Carrier | Annual Cost |
| Commercial General Comprehensive Liability (covers corporal punishment) | General Liability | Philadelphia | \$ 2,793 |
| Package General Liability (contents) | Package | Philadelphia | See above |
| Educators’ Legal Liability (Included in Professional Liability) | Professional Liability | Philadelphia | \$3,234 |
| Employment Practices Liability (Included in Professional Liability) | General Liability | Philadelphia | See above |
| Sexual Abuse Liability (Included in Package) | General Liability | Philadelphia | See above |
| Hired and Non-Owned Auto Liability-Package Coverage is needed | Package | Philadelphia | See above |
| Excess (“Umbrella”) Liability (i.e., bundled commercial general liability, directors’ and officers’ liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability) | Excess Liability | Philadelphia | \$1,200 |
| Worker’s Compensation | Worker’s Compensation | Missouri Employers Mutual | \$6,780 |
| Surety Bond for CFO or President | TBD | TBD | TBD |
| Blanket Employee Dishonesty | TBD | TBD | TBD |

Food Service

The Soulard School in its food service operations will be in full compliance with all state and federal requirements to maintain eligibility for funds for Free or Reduced Lunch.

The Soulard School will provide breakfast and lunch to all students in-house and will not contract for this service. See Sections A.3 and A.4 for more information on our Culinary Arts & Nutrition Program.

Special Education Services

In year one, our Assistant Principal, a career-certified special education teacher, will coordinate and potentially implement any special education services. Should the immediate need for special education exceed the natural capacity of one teacher, we will contract with Miriam Learning Center or a similar local provider to provide additional support for students with special needs, and all related services, including speech, physical and occupational therapy, and initial evaluations of students for special services. See Section A.8 for more detail about services provided.

Other Contracted Services

Should the school find a need for additional contracted services, the school will consistently follow best practices for establishing contracts, including requesting bids from multiple vendors and selecting based on best price and ability to meet the school's needs. Major contracts will require the approval of the Board of Directors. At all levels of contracting, conflicts of interest will be examined and members of the administration or Board members will recuse themselves from voting on the contract if there is a conflict.

B.6 Stakeholder Engagement

Parent Engagement

The Soulard School grew from parent demand in 2004, and parents have played a key role ever since.

School-to-Parent Communication

As a small school, we will continue to work to get to know all families and build family-school relationships. The school relies on email to communicate regularly with the whole school community and class groups, though parents may be contacted by phone or email or in person for individual needs. A weekly email to all families and staff will provide school-wide news and reminders, while weekly classroom emails will address learning for the week, including documentation of experiences and projects. Families without access to email will be provided with paper copies. A quarterly school newsletter will highlight projects across the school and be available on the school website and in print, and will be emailed to all families, staff, and grandparents. The school also hosts an active Facebook page and Instagram account which are used to highlight special school experiences and spread the word to current and prospective families about upcoming events. The Facebook page already has more than 1200 followers.

Parent Meetings and Conferences

Parents are strongly encouraged to attend two parent conferences annually, in November and March at the end of the first and second trimester of the school year. The November conference is Parent-Teacher, while the March conference is Parent-Teacher-Student, with the student presenting his/her portfolio of learning for the year, and setting goals for him/herself for the final trimester. At each conference, parents are given an opportunity to review their child's progress report with the teacher, as well as view samples of their child's work and discuss his/her academic and social-emotional growth. Additional parent meetings may be scheduled at parent or teacher request to address concerns that arise throughout the school year.

Parent Volunteerism

All parents will be encouraged to volunteer at the school and at school events. This supports the school monetarily, but more importantly brings parents into the school regularly and helps them build connections with staff, students and other parents, creating a true school community. Our annual Volunteer Rally held each September provides information about volunteer opportunities ranging from spending a few hours serving beer at Soulard Oktoberfest to helping shelve library books to monitoring the driveway during student pick-up

to weeding the school garden. The School uses Basecamp,⁸⁹ an online project management site, to coordinate volunteers, allowing parent committees to communicate, plan and reflect together. Parents will also be encouraged to log the number of hours they volunteer, allowing us to officially recognize parents who go above and beyond, and also to use the number of volunteer hours as a measure of parent involvement.

The Soulard School Parent Association

The Soulard School PA has been an active force in the school since 2004, and has its own set of roles and responsibilities that overlap in set ways with that of school personnel (see Appendix G). All parents are considered members of the PA, and monthly meetings are open to the public and listed on the school calendar on our website. Elected PA officials include President, Vice President, Treasurer, Secretary, Social Events Chair and Lead Home Room Coordinator(s). The PA has a calendar of typical events that includes fundraisers and social events to bring families together. Staff members requesting financial assistance for a special project or purchase can complete a request form to the PA and the group will vote on funding. For the past several years as a private school, the PA has operated on a budget of approximately \$10,000, which they raise and spend annually on projects and events. The Executive Director or Assistant ED attend PA meetings to act as liaison between the PA and the school. Members of the Soulard School Board of Directors will be encouraged to attend PA meetings at least once annually as observers.

Home Room Coordinators

HRCs volunteer annually. There are typically 2 per classroom, and they assist the teachers in special projects, help coordinate field trips, and act as a liaison between parents and the PA and school. For instance, they may help spread the word to parents about an upcoming PA event, or collect donations for teacher holiday gifts. Two Lead Home Room Coordinators help manage the HRCs and provide communication to all of them about PA events/needs.

Parent Grievances

The school values parent-school interaction and works to keep parents involved and active in their children's education. The school seeks to always solve disputes or concerns from parents in a positive, proactive manner. A procedure for parent grievances is included in the Parent Handbook. Parents are encouraged to communicate directly with staff about concerns, with administrative support provided. Parents who feel their concerns are not adequately addressed by the staff and principal can request a meeting with the Executive Director or contact the Board of Directors.

⁸⁹ <https://basecamp.com/>

Parent Education

The Soulard School works to support and educate parents as well as children. An annual speaker series will provide parents with the opportunity to learn more about issues important to them. In 2017-18, for example, the School provided a series of presentations and meetings on the topic of children's health, including fighting the flu, developmental red-flags in early childhood, and addressing children's sexuality and gender development. The series included several FacebookLive events, as well as in-person meetings, allowing for parents to access the information in several different formats.

Gauging Parent Engagement

The school will use various measures to track parent engagement including parent conference and meeting attendance rates and volunteer hours logged. Additionally, the school will administer an annual survey that incorporates research-based items from *Epstein's Model of Parent Engagement*⁹⁰ and other sources to gauge parent satisfaction, including items about child safety at school, school-home communication and school expectations for children.

Staff Engagement

The School relies on a staff of engaged teachers to create its dynamic curriculum and work actively with students and one another.

Team Teaching

The team-teaching structure for all elementary classes allows teachers a natural support structure in which they are paired for the year with another certified teacher to co-teach their group of 20-24 students. See Section A.6 for ways in which team teaching supports teachers.

Staff Leadership

Throughout the school's 14 years prior to the charter transition, staff input has helped determine the school's direction and needs. Weekly staff meetings allow for professional development, but also provide staff with an opportunity to share with one another and seek support. Staff committees come together for tasks and projects including book studies, curriculum resource evaluation, and to plan staff social events.

⁹⁰ Epstein, Joyce L., et. al. (2008). *School, family, and community partnerships: Your handbook for Action*. 3rd Edition. Thousand Oaks, Ca: Corwin Press.

Staff Grievance Procedures

Administrators will seek to keep the channel of communication open with staff at all times. Weekly teacher/class team check-ins with the Principal and Assistant Principal will allow for a close working relationship between the two, and ample time to address issues and concerns. A formal staff grievance procedure is laid out in the Employee Handbook and includes addressing concerns to the Principal and members of the Board of Directors.

Community Engagement/Partnerships

The Soulard School has spent the past 14 years building relationships with many partners in the St. Louis area including local businesses, nonprofits and universities. See Appendix H for Partnership Support Letters. Moving forward, the school will continue to engage with a variety of community partners as it transitions to a Charter model.

Neighborhood Partners

Within the Soulard neighborhood, the School has an active working relationship with Gene Slay's Girls and Boys Club, BWorks, and Mad Art Gallery for use of space and programs for students. The Parent Association partners with the Soulard Restoration Group and Soulard Business Association to participate in neighborhood fundraising events including Soulard Oktoberfest and Soulard Market Park Concerts. Our annual Soiree auction fundraiser collects thousands of dollars of donated merchandise and gift certificates from local businesses who see us as a positive force in our neighborhood.

City-Wide Partners and Sponsors

The School has more than a decade of building partnerships with private and corporate donors in the St. Louis area, raising more than \$700,000 in 2017-18. Partners and donors include Centene, Ameren Missouri, The Emerson Charitable Trust, The Innovative Technology Education Fund (ITEF), The Disruption Department (supported with funding from Monsanto), Webster University (supported with funding from Boeing), Dr. William Danforth, and Commercial Bank of St. Louis. We anticipate continuing these relationships and building new ones to support our programming.

Professional Development & Programming Partners

Over the years, the school has built strong ties to many area organizations and participated in, sponsored, or co-hosted professional development. This would include, among others, The Missouri Botanical Garden, Metro Theater, Gateway Greening, COCA, St. Louis Venture Cafe, and Educators for Social Justice. As their letters of support in Appendix H suggest, the school is positioned to be an active part of the St. Louis community in the field of education and beyond.

University Partners

The Soulard School has built relationships with many St. Louis area colleges and universities. See Appendix H for partnership letters. Highlights include:

St. Louis Community College- Work annually with students from the SLCC-Meramec Occupational Therapy program. OT students volunteer within the school from early childhood through 5th grade to complete observations and reflections of work within a developmental range.

St. Louis University- Work annually with the School of Nursing to provide opportunities for Nursing students to work with children, including providing health workshops to classes and teachers, and basic health screenings (eye exams, etc.). Worked with The College of Public Health and Social Justice in 2015-16 and 2017-18 implementing and evaluating grants relating to our school's nutrition, health and wellness programs. The Department of Nutrition & Diabetics was an additional partner in the 2017-18 grant and has provided interns to support our Culinary Arts and Nutrition Program. Work annually with students from the Occupational Therapy and Occupational Science program. OT students complete service learning and initial field experiences in the early childhood classrooms, and observe typical development and conduct assessments of children.

Washington University- The school has hosted students from the Programs for Occupational Therapy and Early Emotional Development, and provided a site for ongoing research initiatives regarding early literacy and pre-writing skills, and capstone projects for occupational sciences.

Webster University- The school has partnered closely with Webster University for many years. We serve as a frequent placement for Practicum and Inservice Teachers, and collaborate on research of the school's signature initiatives, and have been a site for students in the Webster Literacy Corp. In turn, they have provided consultation, as needed in regards to research, grant writing, and special education. For the past three years the Executive Director, Principal and teachers have co-taught a Webster graduate-level class with Webster professors that meets at the school.

SECTION C: FACILITY AND BUDGET

C.1 Facility

The Soulard School has been located at 1110 Victor Street in the Soulard neighborhood of St. Louis since 2006, and will continue to use this space with the conversion to charter. The building was built in 1960's, and previously served as an annex for Humboldt Middle School. It is 12,264 square feet divided into 8 full-sized classrooms, a cafeteria, offices and bathrooms. Outside, a fully-fenced yard provides space for recess and includes sandbox, open play space, basketball net and climbing equipment, as well as a small fenced garden with pond and chicken coop. A partnership with Gene Slay's Girls and Boys Club across the street allows access to their gymnasium for our PE classes, as well as to their field and playground for recess for our upper grades. A partnership with Mad Art Gallery several blocks away provides space for large school gatherings such as Winter and Spring Concerts.

Safety and Accessibility

The Soulard School facility is a single-story building with a wheelchair-accessible ramp and is accessible to students with disabilities. It currently meets Fire Code Compliance and Health requirements for the City of St. Louis, and these requirements will be maintained through the opening of the charter school and subsequent years. Video cameras and a door release system ensure limited access to the building for student safety, while a fenced yard keeps them safe while at recess. Classrooms are equipped with a telephone system allowing for external calls as well as internal calls to the office or school-wide paging in case emergency assistance is needed. All classrooms and offices have doors that can be quickly secured from the inside. Instructions for emergencies (fire, tornado, intruder and earthquake) are provided to teachers and subs, and drills are practiced annually.

Building Capacity and Expansion

The current school facility is able to comfortably house 144 students, our planned maximum enrollment. The school is working with HKW Architects to develop a plan to redistribute office/bathroom space to offer additional program space and facility enhancements. With fundraising, we hope to be able to address these upgrades within the next 2-3 years. Further expansion is not anticipated at this time.

Building & Contents Ownership

The school building is owned by James P. Holloran PC Pension and Profit Sharing Plan. Jim Holloran, TSS President of the Board of Directors, is the only owner and beneficiary of the pension plan, and would recuse himself from votes concerning the lease as a matter of conflict of interest. The Soulard School will hold a lease on the building at a rate to be determined. TSS

will be responsible for general upkeep of the building and its contents, as well as basic utilities as part of the lease agreement.

Debt

As of September 1, 2018, The Soulard School as a private school holds \$240,000 in debt due to operations, materials and building upgrades since opening in 2005. The school has developed a fundraising plan to retire all debt by June 1, 2019. The Soulard School would begin the 2019-20 school year with no significant debt.

C.2 Budget

The Soulard School will operate under the direction of the Soulard School Board of Directors. In order to meet budgetary constraints, financial, operations and fundraising functions may be outsourced, especially during the early years of the school's existence as a charter. For Soulard School budget projections and cash flow please refer to Appendices I and J. The Soulard School Board of Directors will analyze the school's related needs, as required, to determine the appropriate time to internalize related functions by adding additional administrative staff.

Contingency Plans

The Soulard School will develop detailed contingency budgets for potential scenarios (e.g., lower than expected enrollment or higher than expected expenditures) in preparation for the 2019-20 school year.

Fundraising

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

- Building renovations to increase capacity and/or enhance programming
- Upgrading school technology equipment and software
- Enhanced programming and special opportunities for students
- Additional professional development and training for staff
- Supplementary equipment, supplies and support for Extended Core programming (Culinary Arts, Strings, Studio Arts, Performing Arts, PE and STEAM)

Closing Procedures

The Board of Directors and the staff of The Soulard School understand that closure of a charter school can be very difficult for school stakeholders, particularly students, families and school staff. If closure of The Soulard School is determined necessary for any reason, The Soulard School's Board of Directors will work with our charter sponsor and school administration to ensure the orderly closure of the school to protect the best interests of displaced families and staff, with a focus on assisting successful transitions for all.

Some actions necessary for orderly school closure will take place within one week of the decision to close, some will be completed within 30 days of the decision, others will be ongoing until the school closure is complete. Key tasks are summarized below.

- Immediate Tasks (within one week of decision to close):

- A transition team is formed to ensure smooth transition of students and staff and to close the school's business
- The transition team will notify students, parents, staff, SLPS, and the State Board of Education of the decision to close.
- Ongoing Activities (throughout the closure process):
 - The transition team will ensure that instruction and school and board operations continue through the closure
- Pre-Closure Tasks (within 30 days of decision to close):
 - Identify closure reserve funds and acceptable use of funds
 - Provide detailed information on closure to parents and staff
 - Provide notification to creditors, debtors, contractors, vendors and partners, as applicable
- Post-Closure Tasks (within 120 days after last day of instruction):
 - Parental notification of final report cards
 - Archival and transfer of student records
 - Closeout audit
 - Formal document records archival and transfer
 - Submission of final reports to UMSL, DESE and State Board of Education, as applicable
 - The Soulard School's Principal is accountable for ensuring that all students records are complete and archived and transferred appropriately
 - The Soulard School Board of Directors President is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets and grants.

In the event that *The Soulard School* does not meet the performance and/or organizational requirements of its performance contract with its sponsor, the University of Missouri - St. Louis, resulting in closure; school assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debts, obligations, liabilities, costs and expenses of *The Soulard School*. Any remaining, un-obligated, state funded assets will be returned to the Department of Elementary and Secondary Education as required pursuant to section 160.405.1(17) of the Missouri Revised Statutes. Any remaining, federally funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining private assets, including those acquired through documented donations, gifts or grants or other sources, shall be disposed of upon dissolution of *The Soulard School* in accordance with the Articles of Incorporation of *The Soulard School* and the Missouri Nonprofit Corporation Act.

Appendix C

THE SOULARD* SCHOOL

2019-20 School Calendar (tentative)

| | | | |
|-----------|----------|---------------------------------|--------------------------------------------------------|
| August | 1 | Th | Parent Association meeting (6:00-7:00) |
| | 12 | M | Teacher professional development week begins |
| | 15 | Th | New Parent Orientation (9-10:00, childcare provided) |
| | 15 | Th | Meet the Teachers (10-11:00) |
| | 15 | Th | Kitchen Volunteer Training (11:00-11:30) |
| | 16 | F | Welcome/Welcome Back BBQ (5:30 – 8:00) |
| | 19 | M | School closed (no vacation care) |
| | 20 | Tu | Teacher PD/work day (no vacation care) |
| | 21 | W | 1 st day of school |
| September | 2 | M | School Closed - Labor Day |
| | 4 | W | School Picture Day |
| | 4 | W | Volunteer Rally (7-8:00pm, childcare provided) |
| | 12 | Th | Parent Association meeting (6:00-7:00) |
| | 13 | F | School Closed - Professional Development |
| | 17 | Tu | Curriculum Night (6:30-8:00, childcare provided) |
| October | 23 | M | Birthday Book Assembly (August/September bdays) |
| | 1 | Tu | Parent Coffee hosted by 5 th grade families |
| | 4 | F | Ride Your Bike to School Day |
| | 10 | Th | Parent Association meeting (6:00-7:00) |
| | 11 | F | School Closed - Professional Development |
| | 14 | M | Grandparent Coffee (8:30-10:00) |
| | 28 | M | Birthday Book Assembly |
| | TBD | | Soulard Oktoberfest |
| TBD | | Book Fair at Subterranean Books | |
| November | 2 | Sa | Parent Association Harvest Party |
| | 5 | Tu | Parent Coffee hosted by 4 th grade families |
| | 8 | F | School Closed - Records Day |
| | 14 | Th | Parent Association meeting (6:00-7:00) |
| | 15 | F | End 1 st trimester |
| | 15 | F | Lunch of Thanks (Students only) |
| | 25 | M | Birthday Book Assembly |
| | 26 | Tu | Parent Conferences (4:00 – 7:00) |
| | 27 | W | School Closed – Parent/Teacher Conf. (8:30 – 3:30) |
| | 28-29 | Th-F | Thanksgiving Break |
| December | 3 | Tu | Parent Coffee hosted by 3 rd grade families |
| | 12 | Th | Parent Association meeting (6:00-7:00) |
| | 18 | W | Winter Concert (6:30-7:30) |
| | 23-Jan 3 | M | Winter Break (students return 1/6/20) |

THE
SOULARD* SCHOOL
2019-20 School Calendar (tentative)

| | | | |
|----------|-------|------|--------------------------------------------------------|
| January | 1-2 | W | Winter Break |
| | 3 | F | School Closed – Professional Development |
| | 9 | Th | Parent Association meeting (6:00-7:00) |
| | 17 | F | Early Dismissal @ 12:00 – Professional Development |
| | 20 | M | School Closed - Martin Luther King Day |
| | 27 | M | Birthday Book Assembly (Dec. & Jan. birthdays) |
| February | 4 | Tu | Parent Coffee hosted by 2 nd grade families |
| | 13 | Th | Parent Association meeting (6:00-7:00) |
| | 14 | F | School Closed - Records Day |
| | 17 | M | School Closed - Presidents Day |
| | 21 | F | End 2 nd Trimester |
| | 24 | M | Birthday Book Assembly |
| | 27 | Th | Parent/Teacher/Student Conferences (4:00 – 7:00) |
| | 28 | F | School Closed – Par/Teach/Student Conf. (8:30 – 3:30) |
| March | 3 | Tu | Parent Coffee hosted by 1 st grade families |
| | 12 | Th | Parent Association meeting (6:00-7:00) |
| | 16 | M | Birthday Book Assembly |
| | 23-27 | M-F | Spring Break |
| April | 7 | Tu | Parent Coffee hosted by kindergarten class |
| | 9 | Th | Parent Association meeting (6:00-7:00) |
| | 10 | F | School Closed - Professional Development |
| | 11 | S | Parent Association Soulard School Birthday Party |
| | 17 | F | Teaching Peace Parade (10:00-11:00) |
| | 27 | M | Birthday Book Assembly |
| May | 5 | Tu | Parent Coffee |
| | 7 | Th | Parent Association meeting (6:00-7:00) |
| | 8 | F | School Closed - Records Day |
| | 16 | S | 5 th Grade Graduation Brunch (10:00-12:00) |
| | 18 | M | Birthday Book Assembly (May/June/July bdays) |
| | 20 | W | Spring Concert (6:30-8:00) |
| | 25 | M | Memorial Day |
| | 26-29 | T-F | Inclement Weather Make-Up Days |
| | TBD | | STEAMFest |
| June | 1-2 | M-Tu | Inclement Weather Make-Up Days |
| | 3-5 | W-F | Teacher work days |

Appendix C

Kindergarten Classroom Sample Weekly Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-----------------------------------|----------|-------------------------|--------------------|----------|
| 8:35 | Morning Meeting | | | | |
| 8:45 | Strings | Literacy | Strings | Literacy | Literacy |
| 9:00 | Small Group Literacy | | Small Group Literacy | | |
| 9:15 | | | | | |
| 9:30 | | | | | |
| 9:45 | | | | | |
| 10:00 | Recess | | | | |
| 10:30 | Math | Math | Math | Math | STEAM |
| 10:45 | | | | | |
| 11:00 | | | | Performing Arts | |
| 11:15 | | | | | |
| 11:30 | | | | | |
| 11:45-12:15 | Recess Julie | Amy | | Julie | Amy |
| 12:15-12:35 | Lunch Julie Table #1 Amy Table #2 | | | | |

Appendix C

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|---------------------|------------------|------------------------------------------------------|----------------|----------------------------------------------------|
| 8:15-8:30 | Morning Work | Morning Work | Morning Work | Morning Work | Morning Work |
| 8:30-8:45 | | | | | |
| 8:45-9:00 | AM Yoga, Mtg | AM Yoga, Mtg | AM Yoga, Mtg | AM Yoga, Mtg | AM Yoga, Mtg |
| 9:00-9:15 | Math | STEAM | Math | Math | Math |
| 9:15-9:30 | | | | | |
| 9:30-9:45 | | | | | |
| 9:45-10:00 | | | | | |
| 10:00-10:15 | Literacy | Literacy | Literacy | Studio | Literacy |
| 10:15-10:30 | | | | | |
| 10:30-10:45 | | | | | |
| 10:45-11:00 | | | | | |
| 11:00-11:30 | RECESS | RECESS | RECESS | RECESS | RECESS |
| 11:30-11:50 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 11:50-12:15 | Read Aloud, PM Yoga | Yoga | Read Aloud, PM Yoga | Yoga | Read Aloud, PM Yoga |
| 12:15-12:30 | Subject Studies | Subject Studies | Performing Arts - J & A meet with Courtney | Strings | Strings |
| 12:30-12:45 | | | | | Writing |
| 12:45-1:00 | | | Subject Studies | | |
| 1:00-1:15 | | | | | |
| 1:15-1:30 | Writing | Nutrition | Subject Studies | Strings | Subject Studies |
| 1:30-1:45 | | | | | PE -- J & A meet with Kerri every other |
| 1:45-2:00 | | Writing | | | |
| 2:00-2:15 | | Writing | | | |
| 2:15-2:30 | Assembly | Writing | Jobs | Jobs | Strings |
| 2:30-2:45 | | | | | |
| 2:45-3:00 | | | | | |
| 3:00-3:15 | PM Mtg | PM Mtg | PM Mtg | PM Mtg | PM Mtg |
| 3:15-3:30 | | | | | |
| | | | | | |
| Recess duty: | Jarid (B/G Club) | Anna (TSS) | Jarid (B/G Club) | Anna (TSS) | ---- on Fridays |
| | | | | | |

**The Soulard School
Performance Contract 2019-2024**

As the official charter school sponsor of The Soulard School (TSS), the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards. This performance contract represents expectations in the TSS's charter term and supersedes any other contracts negotiated and agreed to prior to the date on this one.

A. Governance

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

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

| Standard | Metric | MET: √ NOT MET: X | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|------|------|------|------|
| | | 2020 | 2021 | 2022 | 2023 | 2024 |
| A.1 The school Board operates legitimately and in the best interest of its students and mission. | Governance records Criminal background and FCSR checks as outlined in section RSMo160.400.14 | | | | | |
| A.2 All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service. | Board survey Board minutes | | | | | |
| A.3 Appropriate Board Policies are developed, revised as needed, and followed. | Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc. | | | | | |
| A.4 Meetings are regularly scheduled and appropriately conducted. | Governance records. | | | | | |
| A.5 Governance records and documentation are appropriately created and maintained. | Board Meeting Agenda, notices, minutes, and supporting documentation. | | | | | |
| A.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities. | Fiscal records. Fiscal Audits and ASBR. Core Data Reports. | | | | | |
| A.7 The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals. | School leader evaluation document | | | | | |
| A.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues. | Board-sponsor communications | | | | | |
| A.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication. | Board self-evaluation document | | | | | |
| A.10 The Board officially reviews the sponsor's Annual Review at one of its board meetings. | Board minutes | | | | | |

B. School Leadership

For the term of this performance contract:

1. The Executive Director of The Soulard School will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

| Standard | Metric | MET: √ NOT MET: X | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|------|------|------|
| | | 2020 | 2021 | 2022 | 2023 | 2024 |
| B.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented. | School policies, procedures, and practices Enrollment and attendance documents Core Data | | | | | |
| B.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community. | Student enrollment data Student attendance data. Student retention data Core Data reports Charter agreement | | | | | |
| B.3 Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement. | Teacher and administrator retention data School Improvement Plan Professional Development Plan Academic accountability indicators | | | | | |
| B.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school. | Board Policies and documentation Health and safety permits Fiscal records On-site observations and reports | | | | | |

| Student Retention Rate | | | | | |
|------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Enrollment from the beginning of the year to the end of the same year. | | | | | |
| Target: 85% | | | | | |
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| Actual Rate | | | | | |
| Met: √ Not Met: X | | | | | |

| Teacher Retention Rate | | | | | |
|----------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
| Percent of teachers at the end of the school year who return the following year. | | | | | |
| Target: 80% | | | | | |
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| Actual Rate | | | | | |
| Met: √ Not Met: X | | | | | |

Notes:

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, The Soulard School will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Maintain an Ending Cash Fund Balance that is no less than **3%**.
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

| Standard | Metric | MET: √ NOT MET: X | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|------|------|------|
| | | 2020 | 2021 | 2022 | 2023 | 2024 |
| C.1 Fiscal records are appropriately maintained. | Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR). | | | | | |
| C.2 The school operates in a fiscally sound and appropriate manner. | Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR). | | | | | |
| C.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. | Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR). | | | | | |
| C.4 Core Data and other required school reporting is conducted in a timely and appropriate manner. | Fiscal reports. Governance records. Core Data Reports. | | | | | |

Notes:

D. Reporting

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

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

| | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------|------|------|------|------|------|
| Met: √ Not Met: X | | | | | |

Notes:

E. Academic Achievement, Attendance and Annual Performance Report (APR)

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, The Soulard School will:

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

MSIP 5 Standard 1: Academic Achievement

| Measure | Annual Minimum Targets | | | | |
|------------------------------|------------------------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| • ELA MPI Target | 320 | 325 | 330 | 335 | 340 |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • ELA % Prof/Adv. Target | 30% | 34% | 38% | 42% | 45% |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Math MPI Target | 310 | 315 | 320 | 325 | 330 |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Math % Prof/Adv. Target | 25% | 29% | 33% | 37% | 40% |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Science MPI Target | 300 | 305 | 310 | 315 | 320 |
| Actual Score | | | | | |
| Met: √ Not Met: X | 25% | 29% | 33% | 37% | 40% |
| • Science % Prof/Adv. Target | | | | | |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |

* Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and The Soulard School.

** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 2: Subgroup Achievement

| Measure | Annual Minimum Targets | | | | |
|------------------------------|------------------------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| • ELA MPI Target | 270 | 278 | 285 | 293 | 300 |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • ELA % Prof/Adv. Target | 10% | 13% | 15% | 18% | 20% |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Math MPI Target | 270 | 278 | 285 | 293 | 300 |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Math % Prof/Adv. Target | 10% | 13% | 15% | 18% | 20% |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Science MPI Target | 270 | 278 | 285 | 293 | 300 |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |
| • Science % Prof/Adv. Target | 10% | 13% | 15% | 18% | 20% |
| Actual Score | | | | | |
| Met: √ Not Met: X | | | | | |

- * Annual Minimum Targets may be adjusted on an annual basis by mutual agreement of the UMSL Charter School Office and The Soulard School
- ** Annual Minimum Targets are based on the current state assessment (MAP) and will be renegotiated based on any new or revised state assessment as necessary.

MSIP 5 Standard 3: Attendance

3. For the term of this performance contract, The Soulard School will meet the following MSIP5 90/90 attendance targets:

| Measure | Annual Minimum Target: <XX>% | | | | |
|------------------------------------------------------|------------------------------|-------|-------|-------|-------|
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| Percent of students with 90% attendance rate: Target | ≥ 86% | ≥ 87% | ≥ 88% | ≥ 89% | ≥ 90% |
| Actual Percentage | | | | | |
| Met: √ Not Met: X | | | | | |

Annual Performance Report (APR)

4. For the term of this performance contract, The Soulard School will meet the following MSIP5 APR targets:

| Measure | Annual Minimum Target | | | | |
|-----------------------|-----------------------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| APR Percentage Target | na | na | ≥ 70 | ≥ 70 | ≥ 70 |
| APR Percentage | | | | | |
| Met: √ Not Met: X | | | | | |

* These goals are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

Comparison to SLPS Buildings

If The Soulard School’s APR percentage averages below 70 for two or more years, The Soulard School’s student achievement data will be equal to or exceed peer school buildings of similar size and scope in the St. Louis Public School District as follows:

Elementary and Middle Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 only.

High Schools:

- Recalculation of APR percentage using MSIP 5 Performance Standards 1 – 3 and 5 only

AND/OR

- Comparison with SLPS using same grade level configurations.
 - English Language Arts: MPI scores and/or % of proficient or advanced
 - Math: MPI scores and/or % of proficient or advanced
 - Science: MPI scores and/or % of proficient or advanced

Three to five comparison schools will be chosen based on location, enrollment numbers and selectivity, student demographics, and percentage of free or reduced lunch.

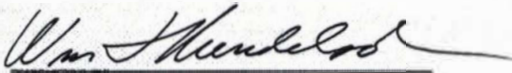
* These goals and the comparison process are based on the current state accountability system and structure (MSIP 5) and will be renegotiated based on any new or revised accountability system and structure as necessary.

The Soulard School and UMSL agree that substantial failure to meet the terms of performance stated above could cause UMSL to place The Soulard School on probation. Probation will require a remediation plan for addressing all deficiencies in the following year. Failure to remediate will result in a recommendation for revocation of the charter contract and closure of the school at the end of the school year.

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

The Board of Directors of The Soulard School approved this contract on Oct. 18, 2018.

In agreement:

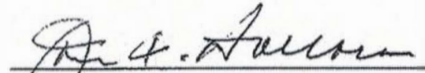


Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office
UMSL College of Education

10-30-2018

Date



Signature

James Holloran
Board President
The Soulard School

10-25-18

Date

ARTICLES OF INCORPORATION OF A NONPROFIT

ARTICLE I

The name of the corporation is: The Soulard School, Inc.

ARTICLE II

This corporation is a Public Benefit Corporation.

ARTICLE III

The period of duration of the corporation is Perpetual.

ARTICLE IV

The name and street address of the Registered Agent of the corporation and Registered Office in Missouri is:

Jeffrey P. Duke
10 S. Broadway, Suite 1300
St. Louis, Missouri 63102

ARTICLE V

The name and address of the incorporator is

Kelly Holloran Bock, 2118 S. 13th Street, St. Louis, Missouri 63104

ARTICLE VI

The corporation has no members.

ARTICLE VII

Upon dissolution, the Assets of the corporation will be distributed as follows:

In the event of a dissolution or final liquidation of the corporation, the Board of Directors shall, after paying or making provision for the payment of all the lawful debts and liabilities of the corporation, distribute all the assets of the corporation to one or more of the following categories of recipients as the Board of Directors of the corporation shall determine:

State of Missouri
Creation - NonProfit 3 Page(s)



T0507742828

(a) a nonprofit organization (or organizations) which may have been created to succeed the corporation (or organization), as long as such organization or each of such organizations shall then qualify as a governmental unit under section 170(c) of the Internal Revenue Code of 1986 or as an organization exempt from federal income taxation under section 501(a) of such Code as an organization described in section 501(c)(3) of such Code; and/or,

(b) a nonprofit organization (or organizations) having similar aims and objectives as the corporation and which may be selected as an appropriate recipient of such assets, as long as such organization or each of such organizations shall then qualify as a governmental unit under section 170(c) of such Code or as an organization exempt from federal income taxation under section 501(a) of such Code as an organization described in section 501(c)(3) of such Code.

In addition to the State of Missouri's requirements regarding the disposition of assets upon dissolution of nonprofit corporations, the Assets of the corporation are permanently dedicated to exempt educational purposes for which the corporation is formed.

Furthermore, no part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article VIII hereof. 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, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

ARTICLE VIII

The corporation is formed for the following purpose(s):

The corporation is formed exclusively for educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code and further, as follows:

(i) establishing, maintaining, and operating a private, nonprofit elementary school where the instruction or training of individuals for the purpose of improving or developing their capabilities occurs. The school is open to the general public and is located in the Soulard District of the City of St. Louis, Missouri, and has a racially non-discriminatory policy as to students and staffing and, therefore, does not discriminate on the basis of race, color, or national or ethnic origin for any purposes; and


(ii) for all other lawful purposes under the corporation laws of Missouri.

ARTICLE IX

The effective date of incorporation is the date it was received and filed by the Missouri Secretary of State's Office.

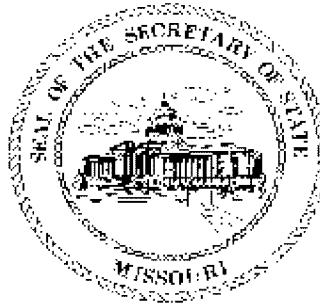
In affirmation of the facts stated above,

Signed by the incorporator:



Kelly Holleran Bock

State of Missouri



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

The Soulard School, Inc.
N00647003

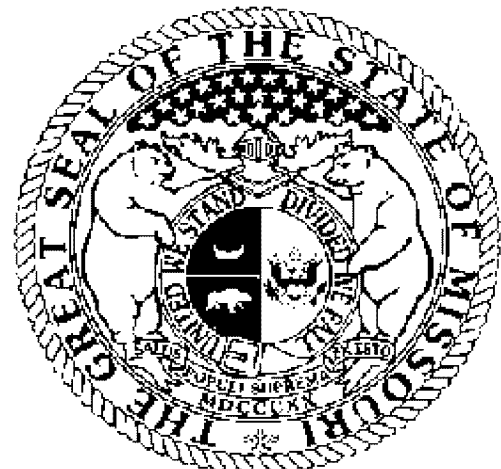
have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

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

IN TESTIMONY WHEREOF, I have set my hand and imprinted the GREAT SEAL of the State of Missouri, on this, the 18th day of March, 2005.

Robin Carnahan

Secretary of State





State of Missouri
Robin Carnahan, Secretary of State

Corporations Division
P.O. Box 778 / 600 W. Main Street, Rm 322
Jefferson City, MO 65102

File Number: 200606111621
N00647003
Date Filed: 02/28/2006
Robin Carnahan
Secretary of State

**Statement of Change of Business Office Address
by a Registered Agent of a
Foreign or Domestic For Profit or Nonprofit Corporation or a Limited Liability Company**

Instructions

1. This form is to be used by either a for profit or nonprofit corporation or a limited liability company to change either or both the name of its registered agent and/or the address of its existing registered agent.
2. There is a \$10.00 fee for filing this statement.
3. P.O. Box may only be used in conjunction with a physical street address.
4. Agent and address must be in the State of Missouri.
5. The corporation may not act as its own agent.

Charter No. N000647003

The undersigned registered agent, for the purpose of changing its business office in Missouri, represents that:

1. The name of the business entity is:
The Soulard School, Inc.
2. The name of the registered agent is: Duke, Jeffrey P
3. The address, including street number, of the **present** business office of the registered agent is:
10 S. Broadway, Ste. 1300 St. Louis, MO 63102
Address *City/State/Zip*
4. The address, including street number, of the business office of the registered agent is hereby **changed to**:
500 N. Broadway, Ste. 2000 St. Louis, MO 63102
Address *City/State/Zip* (P.O. Box may only be used in conjunction with a physical street address)
5. Notice in writing of the change has been mailed by the registered agent to the business entity named above.
6. The address of the registered office of the business entity named above and the business office of the registered agent, as changed, is identical.

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

 Jeffrey P. Duke

2/24/2006
month/day/year

Printed Name

Name and address to return filed document:

Name: Jeffrey P. Duke
Address: 500 N. Broadway, Ste. 2000
City, State, and Zip Code: ST. LOUIS, MO 63102

State of Missouri
Change/Resignation of Agent 1 Page(s)



T0605916668



State of Missouri
Robin Carnahan, Secretary of State

Corporations Division
P.O. Box 778 / 600 W. Main Street, Rm 322
Jefferson City, MO 65102

File Number: 200612520714
N00647003
Date Filed: 05/05/2006
Robin Carnahan
Secretary of State

**Statement of Change of Business Office Address
by a Registered Agent of a
Foreign or Domestic For Profit or Nonprofit Corporation or a Limited Liability Company**

Instructions

1. This form is to be used by either a for profit or nonprofit corporation or a limited liability company to change either or both the name of its registered agent and/or the address of its existing registered agent.
2. There is a \$10.00 fee for filing this statement.
3. P.O. Box may only be used in conjunction with a physical street address.
4. Agent and address must be in the State of Missouri.
5. The corporation may not act as its own agent.

Charter No. N00647003

The undersigned registered agent, for the purpose of changing its business office in Missouri, represents that:

1. The name of the business entity is:
The Soulard School, Inc.
2. The name of the registered agent is: Jeffrey P. Duke
3. The address, including street number, of the **present** business office of the registered agent is:
500 N. Broadway, Suite 2000, St. Louis, Missouri 63102
Address *City/State/Zip*
4. The address, including street number, of the business office of the registered agent is hereby **changed to**:
130 S. Bemiston, Suite 200, St. Louis, Missouri 63105
Address *(P.O. Box may only be used in conjunction with a physical street address)* *City/State/Zip*
5. Notice in writing of the change has been mailed by the registered agent to the business entity named above.
6. The address of the registered office of the business entity named above and the business office of the registered agent, as changed, is identical.

In Affirmation thereof, the facts stated above are true and correct:

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


Authorized Signature of Registered Agent

Jeffrey P. Duke

Printed Name

May 1, 2006
month/day/year

Name and address to return filed document:

Name: Jeffrey P. Duke
Address: 130 S. Bemiston, Suite 200
City, State, and Zip Code: St. Louis, Missouri 63105

State of Missouri
Change/Resignation of Agent 1 Page(s)



T0612555874

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

DEPARTMENT OF THE TREASURY

Date: JUN 21 2006

THE SOULARD SCHOOL INC
SAINT LOUIS, MO 63104

Employer Identification Number:
20-2521447
DLN:
17053180005035
Contact Person:
LISA M VAN DER SLUYS ID# 95264
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
March 18, 2005
Contribution Deductibility:
Yes

Dear Applicant:

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

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

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 578, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of

Letter 947 (DO/CG)

HE SOULARD SCHOOL INC

selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

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

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

State of Missouri

Limited Exemption from Missouri State Sales and Use Tax on Purchases (Private Education)

Issued To:

MISSOURI ID: 19301693

THE SOULARD SCHOOL
1110 VICTOR ST
ST LOUIS, MO 63104-4324

Effective Date: 10/20/2017

Your application for sales and use tax exempt status has been approved under Section 144.030.2(23), RSMo. This letter is issued as documentation of your organization's exempt status. Your organization must adhere to all requirements of your exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062, RSMo.
- Sales by your organization are subject to all applicable state and local sales taxes.
- If your organization engages in the business of selling tangible personal property or taxable services at retail, you must obtain a Missouri Retail Sales Tax License and collect and remit state and local sales taxes.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, contact the Taxation Division, Post Office Box 358, Jefferson City, MO 65105-0358, salestaxexemptions@dor.mo.gov, or call 573-751-2836.

Notice Number: 2000529883

**AMENDED AND RESTATED
BY-LAWS OF
THE SOULARD CHARTER SCHOOL, INC.**

ARTICLE I
NAME; OFFICE

The name of the Corporation is The Soulard Charter School, Inc., a nonprofit corporation organized under the laws of the State of Missouri. The principal office of the Corporation shall be located at 1110 Victor, St. Louis, MO 63104, but meetings of Member, Directors and committees may be held at such other places within the City of St. Louis or St. Louis County, Missouri, as may be designated by the Board of Directors.

ARTICLE II
DEFINITIONS

The following words when used in these By-Laws, or in any amendment to these By-Laws, shall (unless the context clearly indicates otherwise) have the following meanings:

2.1 “Articles of Incorporation” shall mean and refer to the Articles of Incorporation of the Corporation, said Articles of Incorporation being incorporated herein as if fully set forth in these By-Laws.

2.2 “Board” or “Board of Directors” shall mean and refer to the board of directors of the Corporation.

2.3 “By-Laws” shall mean and refer to these By-Laws, as amended from time to time.

2.4 “Corporation” shall mean The Soulard Charter School, Inc.

2.5 “Director” shall mean and refer to a member of the Board of Directors of the Corporation.

2.6 “Member” shall mean and refer to Soulard Education Center, Inc., a nonprofit corporation organized under the laws of the State of Missouri, Charter Number N000709896.

ARTICLE III
MEETINGS OF MEMBER; VOTING

3.1 Annual Meetings. An annual meeting of the Member shall be held on such date and at such time as set by the Member.

3.2 Special Meetings. Special meetings of the Member may be called at any time by the President of the Corporation or by a majority of the Board of Directors, or upon the written request of the Member.

3.3 Notice of Meetings. Unless otherwise provided in the Articles of Incorporation, or elsewhere in these By-Laws, written notice of each meeting of the Member shall be given by or at the direction of the Secretary to each Member entitled to vote at such meeting. Each such notice shall be hand delivered or mailed, postage prepaid, not less than one (1), nor more than fifty (50), days before the date of such meeting, addressed to the Member at such Member's registered agent's address as it appears on the Missouri Secretary of State's website. Such notice shall specify the date, time, and place of the meeting and, in the case of a special meeting, the purpose of the meeting.

3.4 Quorum. Unless otherwise provided in the Articles of Incorporation, or elsewhere in these By-Laws, the presence at a meeting of the Member shall constitute a quorum for any action.

3.5 Voting. Unless otherwise set forth in the Articles of Incorporation, elsewhere in these By-Laws, or the Missouri Nonprofit Corporations Act, the vote cast of the Member (present at a meeting at which a quorum is present) shall be necessary for the adoption of any matter voted upon.

3.6 Action Without a Meeting. Any action which is required to be taken, or which may be taken, at an annual or special meeting of the Member may be taken without a meeting if a consent in writing, setting forth the actions so taken, is signed by the Member. Such consent has the same force and effect as the unanimous vote of the Member at a meeting duly called.

ARTICLE IV
BOARD OF DIRECTORS

4.1 General Powers. The affairs of the Corporation are to be managed by its Board of Directors. The Board of Directors may not cause the Corporation to do anything in contravention to its Articles of Incorporation.

4.2 Number and Tenure.

4.2(1) The number of Directors to constitute the Board of Directors shall be no less than three (3) but no more than fifteen (15), as determined by the Member. Any vacancies on the Board shall be filled by the then serving Board of Directors from a list of potential nominees as provided to the Board by the Member. Unless otherwise provided by the Board at the time of their election, each Director's term shall begin on the following July 1st and each Director is to serve a term of three (3) years. A Director may be elected to successive terms. Each Director elected is to hold office until his or her term expires or they are removed. No decrease in the number of Directors may shorten the term of any incumbent Director.

4.2(2) As used in these By-Laws, the term "entire Board" means the total number of Directors which the Corporation then has (not counting any vacancies).

4.3 Removal and Resignation.

4.3(1) Any one or more of the Directors of the Corporation may be removed, with or without cause, upon 30 days written notice from the Board of Directors to such Director. Such removal is to be effected by a vote of at least 51% (excluding the Director proposed to be removed) of the entire Board of Directors at a special meeting of the Directors called for that purpose. The notice or waiver of notice of such special meeting must state the business to be transacted. The Director to be removed, if he or she so requests, is to be allowed to attend any such meeting and be given an opportunity to explain why he or she should not be removed as a Director.

4.3(2) Any Director may resign as a Director (and as a member of any committee of the Corporation) at any time. Such resignation must be made in writing and takes effect at the time specified therein, or, if no time is specified therein, upon receipt of such notice of resignation by the President of the Corporation or by any Director. The acceptance of a resignation is not necessary to make it effective.

4.4 Regular Meetings. The regular meetings of the Board of Directors are to be held at the office of the Corporation (or at any place designated by resolution of the Board of Directors or by unanimous consent of the Directors). The Board of Directors may provide by resolution the time and place for the holding of annual and additional regular meetings without notice other than such resolution (with the annual meeting occurring in the month of June).

4.5 Special Meetings and Notice. Special meetings of the Board of Directors may be called by or at the request of the President, Secretary or any two (2) Directors. Notice of any such meeting is to be given at least three (3) days prior thereto by written notice delivered or mailed to each Director at his/her home or business address. A Director may waive notice of any special meeting, and the attendance of a Director at any such meeting constitutes a waiver of notice of

such meeting. Neither the business to be transacted nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting unless required by another section of these By-Laws. The President, Secretary or two (2) Directors calling the special meeting, whichever the case may be, may designate the place for holding such meeting (but which meeting must be held in the City or County of St. Louis).

4.6 Quorum and Action.

4.6(1) A majority of the entire Board of Directors constitutes a quorum for the purpose of any meeting. The act or resolution of a majority of the Directors present at any meeting at which a quorum is present is the act or resolution of the Board of Directors.

4.6(2) Any member of the Board of Directors, or of any committee designated by the Board, may participate in a meeting of the Board, or any such committee, as the case may be, by conference telephone, teletypewriter or other communications equipment by means of which all persons participating in the meeting are able to communicate with each other.

4.7 Action Without a Meeting. Any action which is required to be taken, or which may be taken, at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the actions so taken, is signed by all of the then Directors. Such consent has the same force and effect as the unanimous vote of the Board of Directors at a meeting duly called.

4.8 Compensation. A majority of the Directors are to serve without compensation, except that the Board of Directors may authorize the reimbursement of expenses incurred by any Director for the benefit of the Corporation.

4.9 Confidentiality. The Board members are expected to treat all privileged information with strictest confidence.

4.10 Policies and Procedures. The duly elected Board may hold regular meetings at its discretion, to implement policies and procedures and to create board committees and appoint committee chairpersons as it deems necessary to conduct school (corporate) operations.

ARTICLE V
COMMITTEES

5.1 General. The Board of Directors may appoint three or more persons to constitute one or more committees of the Corporation. Every committee established shall have at least one Director as a member. The resolution establishing each such committee shall specify a designation by which it shall be known and shall fix its powers and authority. The Board of

Approved: 10/18/18

Directors may delegate to any such committee any of the authority of the Board of Directors except that no such committee shall have the authority to: authorize distributions to Directors, officers, agents or employees except in exchange for something of equal value received; approve any dissolution, merger or sale, pledge or transfer of all or substantially all of the Corporation's assets; elect, appoint or remove Directors or fill vacancies on the Board of Directors or on any committee.

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

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

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

5.2 Executive Committee. The Executive Committee shall consist of the President, the Secretary, one other person who is a Board member, and anyone else as provided for by the Board. The President or any member of the Executive Committee may call a meeting of the Executive Committee. The President or other person calling the meeting shall give or cause to be given written notice to each member of the Executive Committee of the date, time, place, and purpose of the meeting at least two days before the scheduled meeting. A majority of the entire Executive Committee shall constitute a quorum, so long as at least one Director is present, for the transaction of business at any meeting thereof. The Executive Committee shall act only in the intervals between meetings of the Board of Directors and shall, except to the extent otherwise provided herein or determined by the Board of Directors, have all authority of the Board of Directors. Subject to the aforesaid exceptions, any person dealing with the Corporation shall be entitled to rely upon any act or authorization of an act by the Executive Committee to the same extent as an act or authorization of the Board of Directors. The Executive Committee shall keep full and complete records of all meetings and actions, which shall be reported to and open to inspection by the Board of Directors. At each meeting of the Executive Committee, all questions and business shall be determined by a majority vote of those present, or without a meeting by telephone confirmation or a writing or writings signed by all of its members.

5.3 Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his/her successor is

appointed, unless the committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

5.4 Chairperson. One member of each committee shall be appointed chairperson by the Board of Directors. Such person shall be a Director.

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

ARTICLE VI OFFICERS

6.1 Number of Officers. Two required offices of the Corporation are a President and Secretary; other offices may be created as the Board of Directors may hereafter authorize and elect. While no Treasurer, per se, is mandated as an office of the Corporation, the function of overseeing corporate finances shall be administered pursuant to ARTICLE X hereof. The officers have the authority to perform the duties as set forth herein and as prescribed, from time to time, by the Board of Directors. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary. The officers of the Corporation may, but need not be, Directors.

6.2 Election and Term of Office. The officers of the Corporation are to be elected by a majority of the Board of Directors at the annual meeting of the Board of Directors. Each officer is to hold office for a term of one year or until a successor has been duly elected and qualified or until his or her removal or resignation as set forth herein.

6.3 Removal and Resignation of Officers and Agents.

6.3(1) Any one or more of the officers of the Corporation may be removed, with or without cause, upon 30 days written notice from the Board of Directors to such officer. Such removal is to be effected by a vote of at least fifty-one percent (51%) (but, if applicable, excluding the Director proposed to be removed as an officer of the Corporation) of the Board of Directors at a special meeting of the Directors called for that purpose. The notice or waiver of notice of such special meeting must state the business to be transacted. The officer to be removed, if he or she so requests, is to be allowed to attend any such meeting and be given an opportunity to explain why he or she should not be removed as an officer. Any such removal is without prejudice to the contract rights, if any, of the person so removed.

6.3(2) Any officer may resign as an officer at any time. Such resignation must be made in writing and takes effect at the time specified therein, or, if no time is specified therein, upon receipt of such notice of resignation by the President of the Corporation or by any Director. The acceptance of a resignation is not necessary to make it effective.

6.4 Vacancies. A vacancy in any office of the Corporation due to the death, resignation, removal, disqualification of an officer, or otherwise, may be filled by the Board of Directors at a regular meeting of the Directors or at a special meeting called for that purpose. Any officer elected to fill such vacancy is to be elected for the unexpired term of his/her predecessor in office and is to serve until a successor has been duly elected and qualified or until his removal or resignation as set forth herein.

6.5 President. The President is the chief executive officer of the Corporation. He or she is to preside at all meetings of the Board of Directors. The President has all the powers that are normally and customarily conferred upon a president of a not-for-profit corporation in the State of Missouri, and is to perform such other duties as may be prescribed by the Board of Directors from time to time, including, but not limited to, (a) performing or delegating the day-to-day duties related to the business of the Corporation; (b) employing such other members of the staff as may be deemed necessary to carry on the work of the Corporation; (c) managing the promotion, publicity and development activities of the Corporation; (d) selecting chairpersons and assistants, as required, to conduct the various functions and activities of the Corporation; and (e) establishing procedures and controls for the commitment and/or expenditure of funds by any chairperson, officer or assistant.

6.6 Secretary. The Secretary is to maintain the minutes of the meetings of the Board of Directors, be responsible for sending notices of the meetings and be the keeper of the corporate records.

6.7 Executive Director or Head of School. At its sole discretion, the Board of Directors may, by resolution, employ an Educational Director or Head of School (or any title agreed to (who may or may not be a Director in the Board of Directors sole discretion)) whose powers, authority and duties will be as delineated by resolution of the Board. The Educational Director shall serve at the pleasure of the Board of Directors, as the primary administrator and director guiding educational policies, philosophies, directions or any business decision related thereto for the Corporation, who may also be an instructor, and who shall serve under authority of Board and who shall attend regular and annual board meetings to advise the Board as to all matters related to accomplishing the mission and purposes of the Corporation. It is desirable that the Head of School be a graduate of a recognized institution of higher learning with a degree in Elementary Education. It is further desirable that this person possess a graduate degree and certification in either education or administration. It is further desirable that this person have at

least five years of experience in the field of elementary or secondary education, including teaching.

6.8 Salaries. No salary is to be paid to any officer or Director of the Corporation unless approved by the Board of Directors. At no time shall a majority of the Board of Directors be salaried personnel of the Corporation or be related to salaried personnel of the Corporation. The Educational Director or Head of School, if any, and members of teaching and administrative staff are entitled to such salaries as authorized by the Board of Directors. Additionally, salaried individuals who are Board members may not belong to Board committees with decision-making authority over salaried personnel nor may they, in their capacity as Board members, vote on the compensation of salaried personnel. The Board of Directors may appoint or employ such other administrative staff members as it may deem necessary to carry on the work of the Corporation.

ARTICLE VII LIMITATION OF LIABILITY

7.1 Limitation of Liability. No person shall be liable to the Corporation for any loss or damage suffered by it on account of any action taken or omitted to be taken by him/her as a Director, or officer of the Corporation, if such person performs his/her duties, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith and in a manner he/she reasonably believes to be in the best interests of the Corporation, and with the care that an ordinarily prudent person in a like position would use under similar circumstances. In performing his/her duties, a Director or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, that are prepared or presented by: 1) one or more Directors, officers or employees of the Corporation whom the Director or officer reasonably believes are reliable and competent in the matters prepared or presented, 2) counsel, public accountants, or other persons as to matters that the Director or officer reasonably believes are within the person's professional or expert competence, and 3) a committee of the Board of Directors upon which he/she does not serve, duly established in accordance with a provision of the Articles of Incorporation or these By-Laws as to matters within its designated authority, which committee the Director or officer reasonably believes to merit confidence.

ARTICLE VIII INDEMNIFICATION OF DIRECTORS, OFFICERS AND EMPLOYEES

8.1 Indemnity. The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, other than an action by or in the right of the Corporation, by reason of the fact that he/she is or was a Director or officer of the

Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee or agent of another corporation, domestic or foreign, non-profit or for profit, partnership joint venture, trust, or other enterprise, against expenses, including attorneys' fees, judgments, fines and amount paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, proceeding if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interests of the Corporation and with respect to any criminal action or proceeding, he/she had no reasonable cause to believe his/her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create an assumption that the person did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe that his/her conduct was not unlawful.

The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any right of the Corporation to procure a judgment in its favor, or is or was serving at the request of the Corporation as a Director, officer, employee, or agent of another corporation, domestic or foreign, nonprofit or for profit, partnership, joint venture, trust, or other enterprise against expenses, including attorneys' fees, actually and reasonably incurred by him/her in connection with the defense or settlement of such action or suit if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interest of the Corporation, except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the Corporation unless and only to the extent that the court of proper jurisdiction in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as a court of proper jurisdiction shall deem proper.

To the extent that a Director, officer, employee, or agent has been successful on the merits or otherwise in defense of any action, suit, or proceeding referred to above in defense of any claim, issue, or matter therein, he/she shall be indemnified against expenses, including attorneys' fees actually and reasonably incurred by him/her in connection therewith.

Any indemnification under this Article, unless ordered by a court, shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, employee or agent is proper in the circumstances because he/she has met the applicable standard of conduct set forth above. Such determination shall be made (a) by a majority vote of a quorum consisting of Directors of the Corporation who were not and are not parties to or threatened with any such action, suit, or proceeding, or (b) if such a quorum is not

obtainable and a majority of a quorum of disinterested Directors so directs, by written opinion of independent legal counsel other than an attorney, or a firm having associated it with an attorney, who has been retained by or who has performed services for the Corporation or any person to be indemnified within the past five years, or (c) by the court in which such action, suit or proceeding was brought. Any determination made by the disinterested Directors or by independent legal counsel as described above shall be promptly communicated to the person who threatened or brought the action or suit by or in the right of the Corporation and within ten days after receipt such notification, such person shall have the right to petition the court in which such action or suit was brought to review the reasonableness of such determination.

Expenses, including attorneys' fees, incurred in defending any action, or proceeding referred to above of this Section, may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding if and as authorized by the Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he/she is entitled to be indemnified by the Corporation as authorized by this Article.

The indemnification provided by this Article, both as to actions in his/her official capacity and as to action in another capacity while holding such office, shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation, these By-Laws or any agreement, vote of disinterested Directors, or otherwise and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

8.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, employee, partner, trustee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

8.3 Severability. In the event any provision of this Article shall be held invalid by any court of competent jurisdiction such holding shall not invalidate any other provision of this Article and any other provisions of this Article shall be construed as if such invalid provision had not been contained in this Article. In any event, the Corporation shall indemnify any person who is or was a Director or officer of the Corporation who is or was serving at the request of the Corporation who is or was serving at the request of the Corporation as a Director, officer, agent, employee, partner or trustee of another corporation, partnership, joint venture, trust or other enterprise, to the fullest extent permitted under Missouri law, as from time to time in effect.

ARTICLE IX
AMENDMENTS; CONFLICTS

9.1 Amendments. These By-Laws may be amended or repealed and new By-Laws may be adopted only by the act of the Member.

ARTICLE X
FINANCE

10.1 Depository Accounts.

10.1(1) The funds of the Corporation are to be deposited by the President or Executive Director (Head of School), or other agent duly authorized by the resolution of the Board, in the name of the Corporation into such bank or banks or other depository or depositories as the Board of Directors designate from time to time. Such funds may be withdrawn in accordance with the instructions of the Board of Directors.

10.1(1) All checks, drafts or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation are to be signed by such officer or officers, agent or agents of the Corporation and in such manner as from time to time is determined by resolution of the Board of Directors. In the absence of such determination, such instruments are to be signed by the President or the Educational Director.

10.2 Fiscal Year. The business affairs of the Corporation are to be operated on a fiscal year beginning July 1 and ending June 30.

10.3 Surety Bonds. The Board of Directors may require, at the election and at the expense of the Corporation, the President, the Executive Director, or any other officer; agent or employee responsible for the funds, securities, bonds, or other valuable instruments, papers, and documents of the Corporation, to furnish a surety bond in such amount as may be determined by the Board of Directors.

ARTICLE XI
DISSOLUTION

11.1 Dissolution. In the event that the Corporation does not meet the performance and/or organizational requirements of its performance contract with its sponsor, the University

of Missouri - St. Louis, resulting in closure; school assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debts, obligations, liabilities, costs and expenses of the Corporation. Any remaining, un-obligated, state funded assets will be returned to the Department of Elementary and Secondary Education as required pursuant to section 160.405.1(17) of the Missouri Revised Statutes. Any remaining, federally funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining private assets, including those acquired through documented donations, gifts or grants or other sources, shall be disposed of upon dissolution of the Corporation in accordance with the Articles of Incorporation of the Corporation and the Missouri Nonprofit Corporation Act.

ARTICLE XII
OPEN MEETINGS AND RECORDS

12.1 Sunshine Laws. The Board of Directors shall ensure that it and the charter school operate in compliance with the Missouri Sunshine Law, Chapter 610, RSMo, regarding public meetings and public records.

Section 610.028 RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The Board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the President is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the Board of Directors. The President shall, at least annually, review the policy or policies to ensure they continue to ensure compliance with the Missouri Sunshine Law, due to possible legislative changes or court decisions.

The Board of Directors shall review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

The President and any persons designated to handle public records requests shall also review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

**The Soulard School
DESE Standard Requirements and Assurances**

These standard requirements and assurances elaborate on certain pieces of applicable federal and state laws. Not-for-profit organizations operating charter schools in Missouri agree to abide by all relevant federal, state and local regulations, rules and other sponsor requirements, including, but not limited to the following:

General Requirements

- The school shall be located in an eligible district and sponsored by an eligible sponsor (160.400.2-1 and 10.403).
- The shall submit a copy of the charter school application to the local school district within five business days of submission to sponsor (160.405.1).
- The governing board shall follow the Missouri Sunshine Law conducting board and committee business.
- No member of the governing board shall be an employee of the school or any contractor providing services to the school (160.400.14-15). The board and the school shall have a conflict of interest policy, and the board members agree to file annual financial disclosure reports with the Missouri Ethics Commission (105.483).
- If the board contract with an education service provider or other partner, the board shall maintain its own bank accounts (5CSR20-100-260) and legal counsel (160.415.7(5)).
- The board and school shall be financially responsible, use practices consistent with the MO Financial Accounting Manual, submit an annual financial report to DESE, provide for an independent annual audit by a certified public accountant, comply with all requirements of ESSA as it relates to audit requirements, publish audit reports and financial reports as provided in chapter 165, and provide liability insurance* to indemnify the school, its board, staff and teachers against tort claims, and maintain a surety bond and insurance policy for employee theft (160.405.1(11), 160.405.4(4), 160.405.14(1-2)).
 - * In the following areas: Director's and Officer's Liability, Commercial General Comprehensive Liability, Educator's Legal Liability, Employment Practices Liability, Sexual Abuse Liability, Automobile Liability, Excess Liability or Umbrella, Workers Compensation Liability.
- The board and the school shall conduct criminal background checks (including fingerprints) and family care safety registry conducted for all members of the governing board and all school employees (160.400.14, 160.420.2, 168.133).
- Personnel employed by the school shall participate in the retirement system of the school district (160.420.3)

- The school will allow teachers to maintain school district employee status, at their request, shall not employ instructional personnel with revoked or suspended licenses, and will limit non-certified instructional personnel to 20% (160.420.1-2, 168.011).
- The school shall offer a comprehensive instructional program for at least one grade or age group with a school calendar of operation that meets state requirements (160.405.4(5), 160.011).
- The school shall be nonsectarian in programs and operations, admissions, and employment and not be selective in admission, or charge any fees or tuition, beyond what is allowed for other school districts. When the school receives a greater number of applicants than there are spaces for students, students will be selected through a lottery or through other means consistent with state law (160.405.4, 160.410.1-3).
- The school shall comply with state, county, city laws and regulations on health, safety, minimum educational standards, academic assessment, minimum days and hours, transmittal of student records. The school will collect and report average daily attendance, free and reduced lunch, special education and limited English proficiency pupil count (160.041, 160.261, 160.405.4, 167.020, 167.115-117, 167.161, 167.164, 167.171, 167.518).
- The school shall adhere to all provisions of federal law for students with disabilities, or who are homeless or have limited English proficiency, including, but not limited to the IDEA, section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, Title IV of the Civil Rights Act of 1964, the Equal Employment Opportunities Act of 1974, and the McKinney Vento Homeless Act of 1987.
- If proposing a career or technical school, a local plan will be submitted that will adhere to all the rules and regulations of the Carl D. Perkins Career and Technical Education Act of 2006 and will the core indicators of performance.

Jim Holloran, Board Chair of The Soulard School, on behalf of The Soulard School Board assures that the school will adhere to the foregoing requirements.



(Signature)

10-19-18

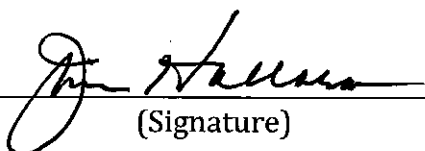
(Date)

**The Soulard School
Pre-Opening Plan Agreement per RSMo 160.405.1(11)**

The school will not be permitted to open until the following are completed:

- Provide proof of adequate liability insurance for the Board of Directors, school leadership and staff.
- Provide evidence (i.e.: signed lease agreement) that a suitable facility has been secured.
- Submit approved Board Policy Manual, including Financial Accounting Practices, personnel policies and student policies.
- Provide information concerning its Student Information System.
- Provide proof registration with the Public School Retirement System of St. Louis.
- Assure that the school has gained access to DESE's web portal.
- Assure that the school is registered for access to the Missouri Student Information System (MOSIS).
- Submit a Certificate of Occupancy for the school facility.
- Submit evidence of facility fire and safety inspections.
- Submit a copy of the Safety and Emergency Plan.
- Submit a copy of the Student/Family Handbook, including the Code of Conduct and Discipline Policies.
- Submit a copy of the Staff Handbook, including personnel policies, benefits, and evaluation process.
- Submit a copy of the Lau Plan (for the education of ELL students).
- Provide information concerning contracts for bus transportation, food service, custodial, and all other contracted services.
- Submit assurances for personnel compliance, qualifications, and fingerprint/background checks, including Family Care Safety Registry.
- Provide proof of adequate surety bond/insurance.
- Submit a copy of the Special Education Compliance Plan.
- Provide evidence that the Electronic Fund Transfer (EFT) Enrollment Forms have been submitted to DESE.
- Provide evidence that the necessary state documents to generate payment have been submitted (Vendor Input Form).
- Submit a copy of the Title I Plan.

Jim Holloran, Board Chair of The Soulard School, on behalf of The Soulard School Board assures that the school will adhere to the foregoing pre-opening requirements.



(Signature)

10-19-18

(Date)

Closure Process and Procedures Agreement

If closure of The Soulard School is determined necessary for any reason, The Soulard School's Board of Directors will work with UMSL to ensure orderly closure.

Transition Team

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

Communication

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

Student Records

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

- Conducting a review to determine that all student records are complete and located in a secure location
- Compiling student records into an electronically transferable format
- Provide staff for the purpose of transferring student records to other schools as the charter school closes
- Transferring, in a timely manner, all student related records for retention and historical accessibility to the local school district

Business and Personnel Records

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

Submission of Final Data and Reports

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

- Annual Secretary of the Board Report
- Final audit submitted before December 31 of the year of closing
- Any state/federal final program reports
- Any state/federal program final expenditure reports (FER) submitted for all federal/state programs in which the school participated
- Core Data Reports
- Missouri Student Information System (MOSIS) data
- Any required student testing

Resolution of Financial Obligations

During the dissolution of an UMSL sponsored charter school the UMSL CSO shall coordinate efforts to ensure the meeting of financial obligation as required by law.

If a UMSL notifies a charter school of closure, the Department of Elementary and Secondary Education shall withhold funding to assure all obligations of the charter school are met. (Section 160.400)

The UMSL CSO is responsible for the oversight of all unobligated assets and contractually requires:

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

Charter schools must satisfy all of its financial obligations within twelve months of a notification of closure as stated in subsection 8 of section 160.405. After satisfaction of all its financial obligations, any remaining state and federal funds shall be returned to the Department of Elementary and Secondary Education for disposition as stated in subdivision (17) of subsection 1 of section 160.405. (Section 160.415)

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

Disposition of Assets

State Funds

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

Federal Funds

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

- A physical verification that federally purchased equipment or electronic items is conducted.
- An inventory of available items is sent to all local education agencies (LEAs) and the district within the charter school resides within 60 days of closure.
- An opportunity for LEAs/districts interested in acquiring inventory items to send a written request to the school and the UMSL CSO.

- Distribution of equipment or materials is based on:
 - Any equipment or materials purchased for an individual Education Plan (IEP) for a student with disabilities must follow that student to his/her new school.
 - All equipment and materials purchased with Federal IDEA Part B funds must be sent to a public special education program for use by students with disabilities.
 - All materials purchased with specific funding sources (Perkins, TITLE I, TITLE III) must be sent to other LEAs participating in those programs.
 - The percentage of students transferring from the closed school to the requesting LEA/district
 - By lottery

Remaining Assets

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

Closure Process and Procedures Agreement

In the event of closure, for any reason, the school agrees to follow and abide by the foregoing closure process and procedures and complete the following required activities:


- Notify DESE’s Office of Charter Schools
- Communicate with the School District for the purpose of coordinating transfer of student records.
- Schedule dates to notify the staff and parents concerning the school’s closure and following through with the notification.
- Secure the school facility, property, equipment, supplies and records.
- Ensure continuation of accurate and timely date reporting. Submissions to include, but not limited to:
 - MOSIS data
 - Core data
 - Annual Secretary of the Board Report
 - Annual Audit
 - Federal Programs Reporting
 - Federal Expenditure Report (FER)
 - Annual Performance Report (APR)
- Transfer student records:
 - Student records are private and must be handled in accordance with privacy rules set forth in the Family Education Rights and Privacy Act (FERPA)
 - Ensure that all student records, including IEPs, are up to date.
- Ensure proper retention of student and non-student records:
 - All records should be retained according to the public-school records retention schedule found on the MO secretary of State’s website.

- All records related to the following should be maintained:
 - Loans, bonds, mortgages, and other financing
 - Contracts
 - Leases
 - Assets and asset sales
 - Grants
 - Governance (minutes, by-laws, policies)
 - Employees (background checks, personnel files)
 - Accounting/audit, taxes and tax status
 - Employee benefit programs and benefits.
- Continue to conduct audits until all school activities are complete.
- Plan for the disposition of property:
 - List should separate state, federal, and non-state/non-federal funds, while noting the source of the funds and the fair market value(FMV) – initial and amortized – for every fixed asset in the inventory.
 - For items purchased with federal funds, the school must comply with the guidance in the Education Department General Administrative Regulations (EDGAR) regarding the disposition of property.
 - Follow school bylaws and policy regarding disposition of property.
 - Note obligations specific to items purchased with federal funds via the Public Charter School Program (PCS)) grant or Title Programs. Property purchased with PCSP funds must first be offered to charter schools located within the same region as the school that is closing. If the property is offered and offers are declined, the property must be disposed of at auction.
- Filing of Federal form 269 or 269a if the school was receiving funds directly from the U.S. Department of Education (See 34 CFE 80.41)
- Work with DESE to ensure payments stop appropriately and that the school receives all entitled funds and any unobligated funds are returned to DESE.

Jim Holloran, Board Chair of The Soulard School, on behalf of The Soulard School Board assures that the school accepts the foregoing closure process and procedures.



(Signature)



(Date)