



FISHER

STEM AND
LEADERSHIP
ACADEMY

Missouri Charter School Application Cover Sheet

Page 1 of 2

NAME OF PROPOSED CHARTER SCHOOL: Fisher STEM and Leadership Academy

NAME OF NOT-FOR-PROFIT 501 (c)(3) ORGANIZATION THAT WILL HOLD THE CHARTER: The SoulFisher Ministries

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EDUCATION SERVICE PROVIDER (IF APPLICABLE): N/A

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

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED: Normandy Schools Collaborative

INTENDED OPENING SCHOOL YEAR: fall 2018

ENROLLMENT PROJECTIONS:

School Year	Grade Level	Projected Enrollment	School Year	Grade Level	Projected Enrollment
School Year 1	K – 2	132	School Year 6	K – 7	376
School Year 2	K – 3	186	School Year 7	K – 8	420
School Year 3	K – 4	244	School Year 8	K – 9	464
School Year 4	K – 5	288	School Year 9	K – 10	508
School Year 5	K – 6	332	School Year 10	K – 11	552

AT FULL ENROLLMENT THIS SCHOOL INTENDS TO SERVE GRADES K – 12 WITH A PROJECTED TOTAL ENROLLMENT OF 552.

School Description

Page 2 of 2

The mission of Fisher STEM and Leadership Academy (Fisher Academy) is to prepare students for college and a global workforce through a collaborative, academically rigorous, socially empowering community model.

Fisher STEM and Leadership Academy (Fisher Academy) is a public charter school for students in grades K – 12. Fisher Academy is a STEM-focused experiential learning environment that prepares students to for college and career. Fisher Academy has established high expectations for both academics and behaviors in the school and community at large and the support (both academically and developmentally) students will need to meet those expectations.

APPLICATION CERTIFICATION

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

Signature

Title

Date

Printed Name

Table of Contents

A. EDUCATION PLAN

A.1	Mission, Vision, and Goals	6
A.2	Curriculum and Instruction	11
A.3	Assessment and Reporting	20
A.4	School Calendar and Daily Schedule	27
A.5	Target Population	28
A.6	Special Student Populations	31
A.7	School-Specific Goals and Objectives	34
A.8	School Climate and Discipline	36

B. ORGANIZATIONAL PLAN

B.1	Governing Board	42
B.2	Governing Board Composition	44
B.3	Management and Operation	46
B.4	Staffing and Human Resources	51
B.5	Student Recruitment and Enrollment	54
B.6	Parent, Community, and Educator Involvement	59

C. BUSINESS PLAN

C.1	Budget	62
C.2	Financial Management	63
C.3	Facility	64
C.4	Transportation	66
C.5	Insurance	66
C.6	Terms of Sponsorship and Provisions of School Closure	67

Narrative

A. Education Plan

A.1 Mission, Vision, and Goals

Mission: Through a collaborative, academically rigorous, socially empowering community model Fisher STEM and Leadership Academy (Fisher Academy) prepares students for college and a global work force.

Vision Statement: The vision of Fisher Academy is to provide a high performing science, technology, engineering and math (STEM) educational environment for students in grades K-12. Quality instruction and leading-edge technology will form a solid foundation for schooling. Students' individual strengths and challenges will guide programming and professional support resulting in students achieving academic success, being self-regulators of their behavior and becoming productive leaders in their community.

The SoulFisher Ministries (TSM) was established May 21, 2012 and began providing academic, nutrition, and enrichment support services for youth and individuals currently and/or formerly incarcerated in fall 2014. Through its Educate Now to Achieve Later (ENAL) Program, TSM has a proven track record of serving over 300 students while witnessing, first-hand, the compelling evidence of the link between academics, proper nutrition, and character enrichment¹. For example, initial internal evaluation of student progress revealed that seventy-five percent of students who attended ENAL tutoring sessions on a consistent basis (at least 90% of tutoring sessions) improved two grade levels in both math and reading literacy. Fifty percent of students who attended ENAL tutoring sessions on a consistent basis improved at least one grade level in both math and reading literacy. Every student who attended ENAL tutoring sessions on a consistent basis showed marked improvements in both math and reading literacy. This evidence shows that all students have the capacity to succeed if given adequate opportunity with supporting resources. We continue to collect longitudinal data on the students in our program so that at the end of three full years of service, we will have adequate information for evaluation by an outside source. Our review of studies conducted on best practices that link academics, nutrition, and character enrichment² combined with lessons learned from past experiences have informed our decision to expand the ENAL program by starting Fisher Academy.

Fisher Academy was founded with the idea that every student can learn to be an influential leader and has the ability to meet the higher education degree requirements of programs in STEM. We believe that a challenging, STEM-focused experiential learning environment is pivotal to the college and career readiness of every student pursuing a degree and career in

¹ <http://kingdomsolutions.us/poverty.htm>

² http://fnb.sagepub.com/content/26/2_suppl2/S159.full.pdf+html

STEM. The concept of starting strong, finishing strong is the guiding force behind Fisher Academy.

Fisher Academy will serve as a model for integrating a rigorous curriculum and experiential learning with a focus on STEM. Fisher Academy will begin as a K-2 learning center (2018 - 2019) and add one grade level each school year until we reach K-12 in the 2027-2028 school year. A strong foundation in literacy and math in the early years is pivotal to the success of students and will ensure that Fisher Academy students are prepared to both learn and engage in STEM coursework that is infused with experiential learning opportunities. With this in mind, students will be given a strong foundation of math and reading literacy in early grades (K-2) and staff will continue building on this foundation as students move through each grade level.

To add to the learning dynamics of our classrooms, we will foster multi-grade classrooms that allow for peer-tutoring and learning opportunities that promote our core value of community leadership. This ensures that Fisher Academy students are prepared to fully engage in a rigorous yet stimulating STEM-focused experiential learning environment upon entrance into the formal learning process. This model will not only support students in meeting Missouri Learning Standards (MLS), it will also ensure that student data, reports, and portfolios reveal the many achievements of our students as they graduate from Fisher Academy college and career ready. To ensure that this becomes a reality for our students, our teachers will work collaboratively to develop lesson plans that support multi-grade learning. In an effort to maximize the success of every student, teachers will analyze student data in their own classroom as well as other classrooms to better assist with collaborative instructional strategies that recognize both strengths and challenges of students and that will accelerate learning among all students.

Once enrolled, students are encouraged to attend an institution of higher learning after graduation. A full-time licensed clinical social worker will work with students beginning in the 8th grade, identifying opportunities for dual college enrollment during high school and later guiding them and their families through both the financial aid and college application process. Fisher Academy envisions each graduate being a competitive applicant prepared to meet the great demands of higher education in STEM – fields where minorities are currently underrepresented. Fisher Academy also envisions our students having a competitive edge when applying for scholarships, due to their excellent academic preparation and performance.

The continuous development of student-centered curriculum that is rigorous and aligned with STEM-focused experiential learning outcomes and Missouri Learning Standards will happen as Fisher Academy expands each school year. Fisher Academy's curriculum is infused with literacy throughout in math, science, reading, writing, and technology. Proficiency in these areas increases students' ability to problem-solve and think critically. With a focus on experiential learning and STEM, the entire learning experience for our students is intended to encourage and challenge them to approach each subject creatively and with a willingness to take risks and be confident they will master every subject. We believe students benefit from a highly innovative curriculum strongly connected to technology through state-of-the-art computer-based lesson plans designed to connect all curriculum to technology, as technology has been shown to be a highly effective learning device and as such, can be an integral component in all learning that

seeks to link students to a global environment and workforce.³ This can offer a diverse learning atmosphere that includes: exploring apps that reinforce science concepts, gathering and comparing data, conducting research, recording photos, video and audio, exploring multimedia and communicating learning via portfolio projects. Learning will continue outside the classroom through experiential learning activities in the community that remain consistent with classroom curriculum and connects academics to real-world experiences.

In order to maximize each student's success, we believe it is vital to provide free and quality access to education and promote community and social responsibility through STEM-focused experiential learning. Fisher Academy's faculty, staff, parents and the community must work collaboratively to support and encourage students through every aspect of the learning experience. To strengthen parent/teacher/school relationships, Fisher Academy will work diligently to involve parents in their child's entire learning experience. We will accomplish this by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. Teachers will initiate and maintain open communication with parents and will provide frequent updates on their students' academic progress.

Fisher Academy will provide a solid foundation leading students to academic excellence and leadership, while preparing them for life outside the academic world. This will be accomplished by focusing on and teaching integrity at the very center of the school experience. Fisher Academy will use curricula that promotes positive youth development through experiential learning such as 4H and Achievement for All, which is a Response to Intervention (RTI) process that improves achievement for students with disabilities and other students who struggle with learning. Fisher Academy will hold high standards for appropriate behavior and expect appropriate conduct from all of the students. These standards will also include: proper etiquette, proper dress, and respect for self and others. Every student will understand all behavioral expectations and the related consequences for misbehavior, holding them accountable for their behavior at school.

Fisher Academy is committed to providing a balance of school work and play, by providing a home away from home for our students; a place where care and compassion combined with opportunities for growth and discovery come alive. Fisher Academy will create a community for our students; a community full of love, encouragement, support, and fun activities, while maintaining strong, consistent boundaries for appropriate behavior.

Core Values:

- A. Free and Quality Access** – Underserved families in unaccredited school districts lack choices when seeking quality education for their children in their home district.⁴ Fisher Academy will offer a quality education, tuition-free, for students residing in the Normandy Schools Collaborative as well as students who are eligible to attend under the

³ <http://www.stemedcenter.org/technology.html>

⁴ <http://news.stpublicradio.org/post/nixon-urged-sign-school-bill-provide-more-choice-students>

guidelines and enrollment policies of the voluntary transfer program. Enrollment will also be offered to students with disabilities and those who are not proficient in the English language. Fisher Academy will be nonsectarian (not affiliated to any religious or political group) in its programs, admissions, employment practices, and all other operations.

- B. Academic Excellence** – Fisher Academy is fully committed to providing innovative and challenging, rigorous STEM-focused curricula utilizing strategies and differentiated instruction to prepare all students to be leaders and college and career ready. Our STEM curriculum and leadership training will provide a learning environment that encourages and expects all students to face learning with dynamism – the quality of being characterized by vigorous activity and progress – and self-assurance. To support our philosophy of education that believes that *all* students can be successful, Fisher Academy will utilize two instructional models: the Response to Intervention (RTI) approach will provide high-quality instruction and interventions matched to student need, monitor progress frequently to make decisions about changes in instruction and provide services/intervention as soon as the student demonstrates a need and the Positive Behavior Individualized Support (PBIS) approach which is a collaborative, assessment-based process that will develop effective, individualized interventions for individuals with challenging behavior.
- C. Social Responsibility** – Fisher Academy is committed to training our students to consistently meet high standards of citizenship. We will accomplish this by guiding students to make a personal investment in the well-being of others and by teaching students to work productively in groups, achieve high levels of organization, practice high standards of ethical behavior, and protect the environment. Fisher Academy is committed to providing a positive school environment where all students, school staff, parents, and the community learn to become responsible, caring and contributing citizens through comprehensive Character Education.
- D. College Readiness** – Research shows a decrease in the number of college-ready students that matriculate to a college or university equipped to meet the demands of higher education. Further, “college students are increasingly spending federal financial aid and taking on debt for high school-level courses that don’t count toward a degree, despite mounting evidence the courses are ineffective and may contribute to higher dropout rates.”⁵ Fisher Academy is committed to reversing this trend by improving student achievement and preparing them for college and/or careers. Fisher Academy will fill a need in our community by offering students a proven model of STEM –focused experiential learning⁶ that has shown to successfully prepare at-risk students for college. Research has found that when at-risk students are exposed to an academically rigorous and experiential learning environment, they succeed.⁷ Starting in kindergarten, our

⁵ <http://www.wsj.com/articles/remedial-courses-in-college-stir-questions-over-cost-effectiveness-1416243572>

⁶ <http://www.esciencecentral.org/journals/improvement-of-stem-education-experiential-learning-is-the-key-2329-6798.1000e109.php?aid=14458>

⁷ <http://njaes.rutgers.edu/pubs/pdfs/4h/e148/447-454.pdf>

students will know that they are expected to attend an institution of higher learning and will be given the guidance, skills, and knowledge to meet that expectation.

- E. **Community Leadership** - Fisher Academy is committed to empowering our students to recognize the importance of engaging representatives of the community and believes that everyone has the potential to be a leader and make a positive impact in our community. Further, we are committed to providing an environment that consistently instills in its students the importance of building and sustaining relationships while fostering teamwork, interpersonal communication, pride, respect, and an appreciation for diversity in a school community where members work together in a spirit of collaboration. We will instill in our students the qualities of successful leaders: openness, honesty, acceptance, and inclusivity. To inspire community leadership students must create a sense of community that celebrates diversity, and makes inclusion and accessibility a reality in our school, neighborhood, and community. To help accomplish this, Fisher Academy will employ the *Together We Rock!* School Leadership Program. The key components of the *Together We Rock!* School Leadership Program are as follows:

Learning Components

- Creating a Sense of Community
- Understanding Diversity and Disability
- Building an Inclusive School Community
- Achieving an Accessible School Community

Action Component

- Develop a Plan and Make it Happen

Fisher Academy understands that success in college and beyond requires students to be focused and to work diligently. To become a top performing public charter school within five years, we have set the following goals to ensure the success of both Fisher Academy and our students:

Goal #1 Academic - Students who attend Fisher Academy will demonstrate a strong mastery of the Missouri Learning Standards. At least 70% of students who have completed three consecutive years at Fisher Academy will score Proficient or Advanced on the MAP Mathematics and English Language Arts assessment.

Goal #2 Academic – By its fifth year of operation, Fisher Academy will earn a MPI equivalent to the DESE Academic Achievement Status Target of at least 375 in Mathematics and English Language Arts.

Goal #3 Academic – At least 70% of students who have completed three consecutive years at Fisher Academy will read at or above grade level and/or make more than one year of academic growth each year as measured by a combination of assessments that include the Renaissance Learning’s STAR Reading and STAR Math assessments.

Goal #4 Attendance – At least 90% of students at Fisher Academy will attend at least 90% of the time, measured by yearly attendance records.

Goal #5 Parent Engagement – Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys.

Five years after opening, Fisher Academy will have expanded to include the sixth grade, and the students' track record of academic success and leadership will bolster their confidence and self-esteem. Because Fisher Academy has the autonomy to build a school that meets the needs of our students, we have a model that will prepare our students academically and socially to stand out as highly proficient leaders. Fisher Academy will be recognized as a top performing school in St. Louis County as evidenced by our AYP Report Card, yearly MAP scores, internal school assessments, and external program evaluation. Fisher Academy's Principal will continue fostering and maintaining a positive school climate conducive to the continued success of the school. The teachers will have gained several years of practice and experience in providing STEM focused experiential learning instruction and fostering relationships with each other, students, parents, and community partners. Students will be fully engaged in both academics and enrichment activities outside of the classroom. Fisher Academy's faculty and students will consistently model mutual respect. Fisher Academy's strong sense of culture and community leadership will be relayed to new students as they enroll, which will make assimilation for these students smoother. Parents will trust Fisher Academy's ability to provide a quality education for their students in an atmosphere that promotes leadership and success.

Ten years after opening, Fisher Academy will have its first class of graduating seniors. These students will begin matriculating to top colleges and universities around the country. Fisher Academy will have a strong core team of teachers, faculty, and staff committed to educating urban-area youth who are socially challenged. Fisher Academy will outperform surrounding schools in standardized testing and other measures (attendance, community involvement, awards and honors, minimal behavior problems, and graduation rates). Fisher Academy's high school students will excel in dual enrollment and stand out as first-class interns at local area businesses, organizations, and corporations. Fisher Academy's sports teams and student clubs will be strong competitors, our music and art departments will be fully developed, and we will have solid partnerships with businesses, organizations, and corporations in St. Louis who are committed to supporting the vision that Fisher Academy has for its students.

A.2 Curriculum and Instruction

Philosophy of Education

Fisher Academy believes academic success is possible for all students. We believe every student can be a successful learner and community leader. We believe high academic and behavior expectations that provide students the right care, guidance, structure, and support to help them meet those expectations should be a collaborative effort of school, family, and community. We chose to work with at-risk students with a clear understanding of the challenges that both students and faculty will face.

Fisher Academy's philosophy of education guides our values and goals. Because most, if not all, of the students who enroll in Fisher Academy will be from an unaccredited school district (Normandy Schools Collaborative), we recognize that some of our students will enter unprepared for the demands of an educational institution with high standards of academic achievement and behavior. However, Fisher Academy will utilize a continuum of diagnosis and assessment that assist in developing individualized and differentiated instruction designed to meet the academic needs of our target population of students. Fisher Academy recognizes that in a differentiated classroom, student differences are expected, appreciated, and studied as a basis for instructional planning. Research has shown that:

This principle also reminds us of the tight bond that should exist between assessment and instruction. As teachers, we know what to do next when we recognize where students are in relation to our teaching and learning goals. We are also primed to teach most effectively if we are aware of our students' learning needs and interests. In a differentiated classroom, a teacher sees everything a student says or creates as useful information both in understanding that particular learner and in crafting instruction to be effective for that learner.⁸

Successful individualized and differentiated instruction will require extensive and consistent Professional Development and staff collaboration to ensure that all students' right to expect enthusiastic teachers who are ready to meet students as they are, and to move them along the pathway of learning as far and as fast as possible is a reality for all Fisher Academy students.

Curriculum – Theory and Research:

The President's Council of Adviser's on Science and Technology recommends the creation of at least 800 STEM-focused elementary and middle schools over the next decade.⁹ Fisher Academy will embody the goals of STEM Education:

1. Ensure a STEM-capable citizenry with “the knowledge, conceptual understandings, and critical-thinking skills that come from studying STEM subjects.”
2. Build a STEM-proficient workforce for job openings in STEM-related careers which are expected to increase in coming years.
3. Cultivate future STEM experts.
4. Close the achievement and participation gap by increasing women and minority participation and interest in STEM fields in order to tap into the country's full potential.

[Source: President's Council of Advisors on Science and Technology]

⁸ <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

⁹ “Prepare and Inspire: K-12 Science...” Op. cit., p. 12.

Effective practices for STEM are closely related to effective practices for education in general. However, combining STEM with experiential learning can add tremendously to learning dynamics. The characteristics associated with STEM and experiential learning schools are consistent with Fisher Academy’s philosophy of education and focus to ensure students graduate college and career ready. A strong student-centered learning climate is pivotal to sustaining our philosophy. One key way to create a more student-centered classroom is by assessing students for their passions and interests.¹⁰ Each student brings to the classroom with him or her, powerful life experiences that drive his or her decision-making, interaction with others, and learning capacity and style. With this in mind, a student-centered learning climate affords a variety of assessment opportunities that can be used as tools to further guide classroom instruction. Assessments can include: journals, portfolios, one-on-one conversations, and graphic organizers to learn more about our students and what drives them to learn.

STEM Education Definition and Framework

STEM is an interdisciplinary and applied approach to learning based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

It will be important for our students to possess the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information by studying STEM subjects. The earlier we can expose students to STEM instruction, the better prepared they will be for STEM degree programs and careers in STEM. STEM education at Fisher Academy will begin when students enter kindergarten. Through problem-based learning projects (experiential learning), students take charge of their learning—they learn how to take risks, collaborate, and solve problems.¹¹ In addition to developing content knowledge in these areas, STEM education also seeks to cultivate soft skills such as scientific inquiry and problem-solving skills.¹² By enhancing these skills, STEM education seeks to build a STEM-literate citizenry of strong leaders. This “STEM literacy refers to an individual’s ability to apply his or her understanding of how the world works within and across four interrelated domains.”¹³ The four domains include: Scientific Literacy, Technological Literacy, Engineering Literacy and Mathematical Literacy.

To ensure that Fisher Academy students are equipped to meet the challenges of a rigorous STEM-focused experiential learning curriculum, we strive to ensure that students are reading at

¹⁰ <http://www.edutopia.org/blog/assessment-create-student-centered-learning-andrew-miller>

¹¹ <http://www.ascd.org/publications/educational-leadership/dec14/vol72/num04/How-STEM-Instruction-Should-Change.aspx>

¹² Katehi, L., G. Pearson, and M. Feder. 2009. “Engineering in K-12 Education: Understanding the Status and Improving the Prospects.” National Academy of Engineering and National Research Council, p. 17.

http://www.nap.edu/catalog.php?record_id=12635

¹³ “Building a Science, Technology, Engineering and Math Agenda.” 2007. National Governors Association Center for Best Practices, p. 7.

<http://www.nga.org/files/live/sites/NGA/files/pdf/0702INNOVATIONSTEM.PDF;jsessionid=A5822A26DDCFC8509D5CFBDE02CA143E>

or above GLE by grade 3 and learning at or above GLE in math by grade 3. Because sole textbook-driven instruction is not conducive to student-centered learning, Fisher Academy will use concepts from the *Math in Focus: Singapore Math* to guide the development of all math curricula and *Renaissance Learning* to ensure that students start with a strong foundation in reading and continue building on that foundation throughout the learning process.

Providing access to STEM learning opportunities will prepare students to think deeply and will enhance their ability to become innovators, educators, researchers, and leaders. Fisher Academy is committed to increasing math and science literacy through STEM subjects with the outcome, as reported by US Department of Commerce research, of increased employment rates for STEM-related jobs.

By giving our students the tools they need to succeed in STEM during the early years, they will have a better understanding of STEM concepts as they get older and ultimately increase their chance of competing in the job market. The principles of STEM—critical thinking, asking good questions, observation and exploration—as well as real-world application are truly at the heart of every discipline. School-wide STEM learning that includes ongoing Professional Development for educators will enable teachers to work together to create unified curricular units that weave STEM concepts into every subject in a meaningful way.

Experiential Learning Definition and Framework

Experiential learning provides a path for students to have first-hand experiences with skills, content, and ideas rather than having all information transmitted to them through direct instruction as is commonly done in traditional school settings.

John Dewey described a three-part process for experiential education. The first step involves “frontloading” an experience by having teachers pre-assess knowledge and, secondly, supply initial information and immersion in the area to be considered. This provides the context for the actual experience, which will be designed to allow the student the opportunity to gather information through personal interaction rather than being a passive receiver of knowledge. In doing so the student can relate what he or she is learning to the preexisting framework of knowledge through which he or she views the world. This leads to the third step, which is reflection on the experience to make sense of it, and incorporate it in a meaningful way into the student’s previous understanding.¹⁴

This experiential process will typically incorporate other ways of learning such as mini-presentations by teachers, research, use of technology, and skills practice to name but a few. Experiential learning is not a replacement for any of these approaches; it is a framework through which their implementation can be more effective.

Experiential learning is a closer approximation of how young children learn naturally as they explore the world through play, taking on various roles, and experimenting with the world

¹⁴ <http://www.youthandpolicy.org/wp-content/uploads/2013/07/ord-yandp108.pdf>

around them. It is an extension of how young people develop an understanding of and personal involvement with the world in which they live. It also incorporates cooperative work with other students, which provides richness to learning that sitting in a desk and doing a worksheet alone may not provide. Experiential education can take place within the classroom, on the school grounds, in the surrounding community, and in the natural landscape. It is an approach not bound to any setting.

Students who can be effective members of an inclusive global community need to have the skills to work together with others, explore ideas, revise and revisit work as needed, and produce meaningful authentic products. This is the hallmark of experiential education.

Curriculum Development:

Fisher Academy is committed to developing, designing, and implementing a STEM-focused experiential learning curriculum that is both rigorous and relevant to student interests and passions that prepares our students for careers in STEM fields. An ongoing process will be designed that continually improves and evaluates the curriculum as we add an additional grade each year. This process will include instructional scaffolding as a technique to help engage students' existing knowledge of concepts and build a solid foundation for learning. This will allow educators to provide individualized support by incrementally improving students' ability to build on prior knowledge. Scaffolding can be used in a variety of areas and across all ages and grade levels. This process allows for our multi-grade instruction to be both meaningful and successful.

Fisher Academy will employ experiential approaches to learning that target STEM-based projects and promote student achievement and mastery of core subjects while developing highly critical and reflective thinkers who are inquisitive and unafraid to ask questions and take risks in problem-solving. Because we want to ensure that all learning is student-centered, project-based learning (PBL), is the overarching vision for students of Fisher Academy. The National Education Association (NEA) has discovered that:

This model helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues. In the classroom, PBL gives teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner. In the school and beyond, the model further allows teachers opportunities to build relationships among colleagues and with those in the larger community. Student projects can be shared with other teachers, parents, and others who have a vested interest in the students' education.¹⁵

Because Fisher Academy desires a STEM-focused experiential curriculum that is unique to our students, we will not utilize a ready-made curriculum that is available for purchase through publishers. On the contrary, Fisher Academy will commit substantial time and resources to developing both the curriculum for students and the Professional Development for teachers that

¹⁵ <http://www.nea.org/tools/16963.htm>

will be necessary for implementing and integrating project-based learning and instruction with STEM. Fisher Academy will ensure that all curricula are aligned with Missouri Learning Standards.

The first step in the planning phase involves convening a curriculum development committee. This committee will initially consist of Fisher Academy leadership team and the Principal, who will be hired by August 2017. During subsequent years, the Principal will include teachers, parents, experts, leaders and members of the community, and possibly students in the long-term process of implementing the curriculum. As discussed in section A.1, Fisher Academy will use a multi-grade instructional framework. There are many advantages to a multi-grade classroom:

- In a multi-grade classroom children are always able to review what they have covered before and work ahead if they are able.
- It lends itself very easily to individual instruction.
- Children are able to find mentors and friends in older grades who will help them in many ways. Older students learn patience and helping skills.
- It better reflects the style of learning in the world, where it is very rare to be in an environment where all of the people are of the same age and educational background.¹⁶

Keeping in mind the amount of time needed to develop a quality STEM-focused experiential learning curriculum that supports multi-grade instruction, during the early years, Fisher Academy will purchase curriculum that is closely aligned to our vision and use them as guides in designing and developing our own unique curriculum. Initially, Fisher Academy will take advantage of the following resources: *Math in Focus: Singapore Math*, *ASSET*, *Project Lead the Way*, *Gateway to Technology*, The Buck Institute of Education and other programs and resources to help meet curriculum and Professional Development needs.

The second step in the planning phase involves determining the desired outcomes of Fisher Academy program, what the role of assessment is, and what the state targets for student achievements are. Since the initial curriculum development process will not have student data from Fisher Academy, the needs assessment may be gathered through surveys, and structured discussion from community members during the month of October, 2017. Two excellent resources for conducting a needs assessment are: Community Tool Box, which is a resource for those working to build healthier communities and bring about social change and Association for Supervision and Curriculum Development, which is a global community of educators dedicated to excellence in learning, teaching, and leading who offer innovative solutions to empower educators to promote the success of every child. This will be completed during the month of November, 2017 by the Principal and the leadership team.

¹⁶ <http://www.christlutheranacademy.com/admissions/the-benefits-of-a-multi-grade-classroom/>

Curriculum Framework

As Fisher Academy expands by one grade level each school year, the Curriculum Development Committee, consisting of the Principal, teachers and staff, will meet monthly and modify and continue customizing curricula and lesson plans annually. As Fisher Academy expands each year so will our need to increase teachers, support staff, and external partnerships who will join the Curriculum Development Committee as appropriate. Our proposed framework will allow our veteran and new teachers to spend the summer months developing and integrating curriculum for the coming school year. This will be a collaborative effort of all grade level teachers so that teachers develop a shared ownership for the success of all Fisher Academy students. This, in essence, will carry lasting rewards and incentives for all teaching staff as all lesson plans will eventually be aligned across all grades to allow curriculum and instruction that reinforces literacy skills in all subject matter from one grade to the next, enhances our multi-grade approach, and prepares students for progressively more rigorous coursework and projects.

This step involves the development and sequencing of grade-level and course objectives designed to meet the previously developed program goals, resulting in clear expectations for what each learner is expected to know and be able to do, how it will be measured, and future goals. The course objectives will be based on Fisher Academy's core values and demonstrate alignment between Missouri Learning Standards, curriculum, instruction, application, and assessment. The format will list objectives grouped by strand within each grade level.

Fisher Academy is committed to creating the next generation of K-12 standards in order to help ensure that all students are college and career ready by the end of high school. Adherence to these Standards will provide a framework for today's dynamic classroom which will be an expectation for every classroom in Fisher Academy.

Fisher Academy will align curriculum with the Missouri Learning Standards, building on content from one grade level to the next and provide real-world application through reading, writing and mathematics. Curriculum development will focus on meeting the standards by providing students with the knowledge and preparation for success in post-secondary education and skills needed to enter a globally competitive workforce. The academic program will be data-driven with a focus on preparing students for admission to the top colleges and universities in the United States.

The curriculum framework will define the content understandings, knowledge and skills that are measured by the Missouri Assessment Program. The framework will consist of at least one framework page for every Learning Standard that includes:

Essential Understandings – Background needed for acquiring the knowledge

Essential Questions- Used to stimulate thinking and discussion

Essential Knowledge- defines key content facts, concepts and ideas

Essential Skills-identifies the fundamental intellectual abilities that students should have

Fisher Academy students will begin engaging in science laboratory work in the 3rd grade in order to empower them and provide an early start on thinking critically about the world around them.

To accomplish this goal, Fisher Academy will only hire teachers who are specialized in their specific content areas. Fisher Academy students will have frequent experiential learning activities and field trips that expose them to real-world issues as they relate to academic learning material, especially science, technology, and engineering. Fisher Academy will partner with local science, technology, and engineering companies, organizations, and corporations to give students the hands-on experiential learning that is necessary for students to fully grasp the concept of STEM material. Once in high school, Fisher Academy students will have opportunities for dual enrollment and internships with a focus on STEM courses and fields. To continue building on the STEM foundation at Fisher Academy, students will have opportunity to participate in extracurricular activities that further engage them in STEM.

Prior to the start of school, Fisher Academy's teachers will receive sample lessons developed using the curriculum framework of Fisher Academy as a foundation for planning their classroom instruction. The completion of this step will be accomplished by May 2018 by the Principal and Leadership Team.

Instructional Strategies:

The leadership team and principal will consider a variety of instructional strategies when developing the curriculum framework. By the end of June 2018, they will have identified multiple strategies to be used to implement a rigorous curriculum, strong in STEM, and include experiential learning in small groups and project-based learning experiences. Marzano's (Nine) high-yield instructional strategies¹⁷ will be considered. These include:

Identifying similarities and differences: Students should compare, classify, and create metaphors, analogies and graphic representations.

Summarizing and note taking: Students should learn to delete unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information.

Reinforcing effort and providing recognition: Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.

Homework and practice: Teachers should vary the amount of homework based on grade level, keep parent involvement to a minimum, state purpose and, if assigned, should be debriefed.

Nonlinguistic representations: Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge.

Cooperative learning: Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse.

¹⁷ Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001).

Setting objectives and providing feedback: Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.

Generating and testing hypothesis: Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.

Questions, cues and advance organizers: Teachers should use cues and questions that focus on what is important, use ample wait time before accepting responses, eliciting inference and analysis.

Curriculum Review:

The purpose of our curriculum review is to ensure that all curricular programs offered by Fisher Academy are reviewed, assessed, and improved in a consistent and professional manner. It will be easy to update the electronic curriculum guide which will be updated periodically through grade-level meetings where staff will share materials, activities, units, assessments and student work, if appropriate. As new ideas are generated and changes identified, the curriculum framework becomes a growing resource for more effective implementation.

Using surveys, focused discussions and meetings, the curriculum development committee will periodically gather data on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, as well as objectives that may need revising. The curriculum review will be completed during the summer.

Professional Development:

Excellent teachers can overcome societal problems for students who are at-risk and economically-disadvantaged.¹⁸ In order for teachers to be successful in Fisher Academy, they must be aware of each students' needs and how their own belief system can support them in the classroom, understand the community and resources, and maintain high expectations for success. As funding will be limited during the early years, Fisher Academy recognizes that we may need to utilize many "new" teacher graduates and first and/or second year teachers. We may also utilize teachers from Teach for America as there mission is greatly aligned with the mission of Fisher Academy. Their mission is to "enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence."¹⁹ With this in mind, we are committed to pooling the necessary resources to ensure that Fisher Academy educators become highly skilled and knowledgeable in both STEM and Experiential instruction and assessment as outlined in our curriculum framework. Professional development will focus on preparing the teachers to be the best teacher possible, learning to implement teaching strategies, collecting and interpreting data and planning instruction as they prepare our students to be future leaders.

¹⁸ <http://files.eric.ed.gov/fulltext/EJ724902.pdf>

¹⁹ <https://www.teachforamerica.org/about-us/our-mission>

There will be opportunities for professional development throughout the school year, beginning with intensive training during the months prior to the start of school. Professional development will be high quality, relevant to the mission of the school, and aligned to the Missouri Learning Standards, and will include the *Teaching as Leadership Framework* offered through Teach for America, as this framework is designed to support STEM education and educators.²⁰ However, we recognize that this will not be enough to support the development of teachers who may be new to teaching and/or new to the STEM-focused experiential learning model. To promote collaborative professional development within Fisher Academy, each summer prior to the start of the new school year, new teachers will spend the summer working with the prior year's teachers to modify curriculum for the advancing class, to ensure that our multi-grade instruction model promotes students' academic achievement and leadership, verify alignment with the missions and goals of Fisher Academy, and to begin building strong relationships with each other as they grow together and become experts in the curriculum.

Throughout the school year, teachers will be given time to work together in Professional Learning Communities. Team meetings will provide the teachers with opportunities for co-planning, lesson study and data analysis, and to coordinate curriculum to reach common goals and share information about individual students. Teachers will be given time to share exemplary successes of student achievement or share student data to identify strategies to help students be more successful.

Fisher Academy will provide regular workshops and programs to develop the faculty's skills. Workshops will be targeted to address instructional practices based on student performance data. These workshops will be built into the school year as Faculty Professional Development Days and may include intensive weekend sessions to provide intensive instruction as needed. Teachers will also be expected to participate in professional development opportunities through DESE, LEAs, and regional and national workshops and conventions that focus on STEM and Experiential learning. Faculty and staff will be encouraged to seek outside opportunities for professional development in areas they believe would advance their own practice and time to share with other staff. Professional development will include researching best practices for working with at-risk youth, leadership development, character education, cultural competencies, college and career readiness, PBIS, RTI and instruction in STEM and Experiential learning.

*SEE APPENDIX A.2(a) FOR SAMPLE LESSON PLANS (Grade K and Grade 3)

A.3 Assessment

Rationale:

Fisher Academy recognizes that student, teacher, and program assessment is important. Because we recognize the importance of ongoing and quality assessment, Fisher Academy will use a multi-faceted approach to incorporating student, teacher, and program assessment using resources that have a proven track record of both quality and success. With this in mind, Fisher Academy's Assessment Plan utilizes assessments indicative of a balanced system of assessments that align with Missouri Learning Standards, support the mission, values and philosophy of education, provide formative data that can be used by Professional Learning Communities/Data

²⁰[http://www.teachingasleadership.org/sites/default/files/Teaching% 20As% 20Leadership% 20Framework% 20\(One % 20Pager\).pdf](http://www.teachingasleadership.org/sites/default/files/Teaching%20As%20Leadership%20Framework%20(One%20Pager).pdf)

Teams for instructional and programmatic improvements, provide data that is compatible across all grade levels, provide staff, students and families with student achievement results, and identify the skills learned by students. The primary use of all the collected data will be to improve instruction and increase student's academic achievement which will be evidenced by continually improving programming throughout the school year. We will develop a culture of "teaching for student achievement" rather than "teaching to the test."

The Role of Assessment in Curriculum and Instruction:

Fisher Academy will utilize the Understanding by Design philosophy, a backward design method, where subject area rigor will be assessed based on what students will know and should be able to do when they graduate from Fisher Academy, college and career ready. This aligns curriculum, instruction, and assessment, informing the curriculum planning at every level and allowing for an integrated scaffolding of knowledge and skills by grade level²¹.

Standards/curriculum, instruction and assessment will be interconnected to enhance the learning process and produce high levels of student achievement as:

- Standards and curriculum answer the question "What do we teach?" Missouri Learning Standards and curriculum define what we expect the students to know, understand and be able to do.
- Instruction answers the question "How do we teach?" It includes the learning experiences, ways of engaging students, differentiation to scaffold learning and utilization of learning strategies.
- Assessment answers the question "How well do we teach?" Assessment measures learning and provides formative data that is used to make changes in curriculum or instruction for individual students, grades or content areas. This includes data that is used to determine individual student's needs for intervention or enrichment/acceleration.

By utilizing a balanced approach to assessment, the *school* will use data to correlate and measure all dimensions of student learning, the *grade level* will use multiple measures to gain a big picture view of student performance, and the *individual level* will use multiple measures to form instructional groupings, identify interventions, monitor progress, and determine specific learning needs.

Fisher Academy Assessment Plan:

Fisher Academy will use data from both formative and summative, large-scale and small-scale assessments to evaluate progress, drive instruction and continually improve student achievement.

²¹ Wiggins, G., & McTighe, J. (2005). Understanding by design (expanded second edition). Association for Supervision & Curriculum Development.

There will also be a variety of authentic assessments which will connect learning to real-world tasks.

The assessments below will be administered annually and will provide information to show how students are performing against state standards or national norms. The results from these assessments will hold Fisher Academy accountable for student performance.

MAP and MAP-A: Fisher Academy will administer all state approved assessments in accordance with state policy and assessment data will be disaggregated and disseminated to relevant community members in an effort to remain transparent about student progress. Starting in third grade, the MAP and/or MAP-A grade-level assessment will be administered annually and results will be reported to DESE. The online assessment will be completed between March 26 and May 18 in 2018 (a complete schedule is provided on DESE's website).

EOC: All high school students will progress towards mastery of the Missouri Learning Standards by completing required end-of-course (EOC) assessments for English I, English II, Algebra I, Algebra II, Geometry, American History, Government, Biology and Physical Science. The EOC assessments will be exempt for students whose IEP teams have determined that they are eligible to participate in the Missouri Assessment Program-Alternate (MAP-A) and English Language Learners (ELL) residing in the US for less than 12 months will be exempt from English I and/or English II assessments. Students must also pass the Missouri and the U.S. constitution exams. Disaggregated assessment data will be analyzed and used to modify curriculum and instructional practices. The majority of students will have passed all Missouri State exams by the end of 11th grade. All students at Fisher Academy will participate in the college application process and will take the ACT during their junior year. The assessments below will serve as universal screening assessments which may occur multiple times annually, and are used for early identification of learning needs.

DIBELS and Early Numeracy Measures: The curriculum-based measures (CBM) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Early Numeracy Measures (Research Institute of Progress Monitoring) will be used. Universal screening throughout the school year will inform staff to modify or maintain classroom-based instruction and use data results to identify struggling learners as part of the primary prevention of the tiered Response to Intervention (RTI). Students at-risk for academic problems, will receive more targeted instruction to close the gap between their current performance and expected performance with progress monitoring increasing to twice per month. Targeted reading instruction will include phonetic awareness, phonics, spelling and writing, fluency, vocabulary and comprehension.

The following assessments are benchmarking assessments which occur throughout the school year to identify strengths and gaps in instruction and to determine how student groups are progressing.

STAR Reading and STAR Math: To accomplish this, Fisher Academy will use the well-developed and validated system of measuring student academic progress; Renaissance Learning's STAR Reading and STAR Math assessments. All students will be assessed in reading

and math through this program, to provide benchmark scores and again at the beginning, middle and end of the academic year.

Math in Focus- Singapore Approach: Provides an experiential approach to math and offers diagnostic chapter pretests to help teachers plan instruction. Chapter tests in test-prep format provide formal assessment opportunities. Benchmark, Mid-Year, and End-of-Year Assessments provide further measures of students' mastery of concepts. Fisher Academy will use these assessment to assess student mastery of math as it relates of real-world experiences.

The following formative assessments include small-scale assessments which occur frequently and are standards-based or criterion-referenced:

Teaching as Leadership and Project Lead the Way: These rubrics and final exams as well as other classroom formative assessments will be used to provide the current level of student achievement, inform students about how they can improve their learning and to help teachers identify and respond to student learning needs. Fisher Academy will use observation and immediate feedback during learning experiences, quick checks for understanding, class discussion, strategic questioning techniques, rubrics, non-graded student work samples and student self-assessment.

Project Lead the Way: Project and Problem-Solving: For experiential learning this assessment and a variety of assessment tools will be used. A process assessment for the learning experience is a helpful tool. It can take the form of a checklist or rubric that indicates students are following outlined procedures for cooperative interaction, completing designated steps in the process, and reflecting on what is learned. For authentic projects produced during experiential learning, rubrics indicating various levels of meeting or exceeding outlined expectations are most helpful in assessment. Depending on the experience, there may be specific skills or content knowledge that can be assessed in some form of summative assessment format such as a quiz or test. It is crucial that experiential learning involve process assessment, individual assessment for skills, content, and large concepts developed, as well as summative assessment for any group products.

Textbook Assessments: Fisher Academy's teachers will use textbook assessments as summative measures for each student's progress through a series of regularly administered unit tests and design cumulative final exams to assess students' comprehensive understanding in each subject area.

STEM and Experiential learning is supremely student-centered, it cannot be easily measured via standardized testing. Fisher Academy will use a varied number of assessment tools to ensure that students can critically analyze the information they learn in a way that allows transference to core competencies that can be measured via standardized testing.

The Power of Discovery, STEM Program Quality Assessment (POA) and 4H: Curriculum and unit assessments are great resources that will be used when assessing students' knowledge-base and comprehension of STEM and Experiential learning concepts. Individual student assessment

will include: student self-recording, student portfolios (beginning in grade 3), non-cognitive attributes, and interest in future learning.

Common Instrument Science Survey: measures the level of youths' excitement and engagement related to science and technology.

Dimensions of Success: pinpoints twelve indicators of STEM program quality in out-of-school time and focuses on understanding the quality of a STEM activity in an out-of-school time learning environment (experiential learning) and includes an explanation of each dimension and its key indicators, as well as a 4-level rubric with descriptions of increasing quality.

Fisher Academy Assessment Plan

Assessment Tools	Time Schedule	Type	Data Use Plan
MAP and/or MAP-A Grade Level Assessment and EOC	3 rd grade through 11 th grade-Annually each spring	State approved assessments to measure retention of grade-level Missouri Learning Standards in mathematics and English Language Arts	Results will be reviewed to modify curriculum and instructional practices.
DIBELS and Early Numeracy Measures	Multiple times annually	Universal screening assessments	Results will be used for early identification of learning needs. Will also be used as part of primary prevention of RTI.
STAR Reading and STAR Math Math in Focus: Singapore Approach	Throughout the school year from 1 st grade to 8 th grade	Benchmarking assessments	Identify strengths and gaps in instruction
Teaching as Leadership PLTW and other informal assessments	Throughout the school year from K-12	Classroom formative assessments	Provides current level of student achievement, inform students of progress and identify learning needs.
Project Lead the Way: Project and Problem-Solving	K-12 throughout the year.	Experiential Learning	A process assessment for the learning experience.
Common Instrument Science Survey	K-12	STEM and Experiential Learning	Measures the level of youth's excitement and engagement related to science and technology
The Power of Discovery and STEM Program Quality Assessment	Grade 3 and above	STEM and Experiential Learning	Assess student's knowledge base and comprehension of STEM and experiential learning concepts
Dimensions of Success	K-12	STEM and Experiential Learning	Pinpoints 12 indicators related to STEM when engaged in out-of-school learning environment.
Textbook assessments	K-12 throughout the year	Textbook assessments	Regularly administered unit tests and final exams assess student's comprehension in each subject area

Use of Assessment Data:

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

In addition, grade level teams and subject area teams will form "data teams" that meet weekly. These data teams will bring student performance data including formative and summative assessment data, as well as examples of student portfolio work, to the table each week. They will analyze the data and strategize instructional methods for whole group instruction and for differentiated instruction in response to the data. Classroom teachers will be trained to do ongoing assessments and checks for understanding throughout their lessons. Teachers will quickly tailor feedback and target interventions for students who need them and differentiate for students who need to be retaught, which studies implicate could amount to as many as 70 percent of adolescent learners.²²

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

Student report cards will be issued four times per year and are used as an additional opportunity for goal setting by students. Students will be graded using the letter grades A, B, C, and F and each student's grade can be substantiated with classroom data. High school students will be graded on a traditional 4.0 scale with teachers using a combination of letter grades and numerical percentages on individual assessments. Parents will attend student-led conferences where students share their own progress. In addition, school data will be reported through community meetings, parent and public reports.

²² <http://www.scholastic.com/teachers/article/what-differentiated-instruction>

Grade-Level Promotion

Promotion decisions are based on several criteria, including all assessment data, homework, portfolios, teacher observation of student performance, and attendance. Students will be promoted if the established grade-level criteria are met or exceeded, as evidenced by the student receiving a passing grade (C or above) in a minimum of three core subjects (communication arts, math, science and social studies) and no failing grades. In order to be promoted to high school, middle school students must pass classes in all core content areas (C or above in a minimum of three core subjects and no failing grades). In addition, every 8th grader will be required to conduct a portfolio defense.

Fisher Academy shares the common interest of The Coordinating Board of Higher Education (CBHE), the Missouri Department of Higher Education (MDHE), Missouri higher education institutions, and the Missouri K-12 community which seeks to promote student preparation as a foundation of enrollment, retention, and success in post-secondary learning institutions. In light of this, to qualify for a diploma from Fisher Academy, students must complete 24 units of credit that must be earned prior to graduation.

College and Career Readiness

Assessment information will modify the school program from K-12. In addition to improving instruction for student achievement, Fisher academy is dedicated to preparing students for college and/or career success and supports the following programs/activities:

- Students will choose a minimum of 3 electives from Technology, Engineering, Practical Arts and Fine Arts
- High school students will participate in service learning and Project Lead the Way²³. Norma Anderson with the Blue Springs School District is quoted by DESE as saying “Project Lead the Way programs are at the forefront in transforming education in Missouri through their hands-on approach to solving real world problems, thus helping foster imagination and critical thinking skills. Students work in collaborative teams applying science, technology, engineering and math principles to create, innovate and problem solve. These programs challenge today’s students to be college and career ready, allowing for a promising future and a vibrant economy for our youth.”²⁴
- The following off-campus state approved programs will also be available: Career Exploration Programs, Cooperative Career Education Programs and/or Work Experience for Students with Disabilities.
- Fisher Academy will pursue articulation with a local college or university for dual enrollment for appropriate students.
- All students K-12 will engage in developmentally appropriate activities to enhance their academic, career and personal/social development. During elementary grades, students will participate in career awareness activities that will provide information to develop a personal plan of study by the end of 8th grade. The personal plan of study will guide

²³ <https://dese.mo.gov/college-career-readiness/career-education/technology-engineering-education/project-lead-way>

²⁴ <https://dese.mo.gov/communications/news-releases/missouri-schools-show-growth-stem-education>

students to a chosen career through a meaningful course of study and career-related activities during high school. In their junior and senior years, students will take Advanced Placement and Honors courses where appropriate and participate in off-site internships. All students will receive library/media, research, and technology skills either as freestanding electives or integrated into the core content areas. Each year students will participate in a mandated Academic/Curriculum-Based Service-Learning project designed to meet established standards.

- Technology to support computer adaptive tests will include Chromebooks, iPad, iPod touch, or 7 inch or larger tablets.
- Students will complete a personal plan of study during high school and complete college applications and financial aid forms through the guidance and counseling office. Fisher Academy's goal is to ensure that all of our students have the choice to attend a college or university upon graduation.
- Fisher Academy students are expected to continue learning through the summer months by completing individualized assignments at a school sponsored summer enrichment program or college academic and enrichment program.

A.4 School Calendar and Daily Schedule

The proposed calendar and school schedule are designed to meet Fisher Academy's mission and goals. The daily schedule will include a later start and finish time as we believe that adequate sleeps supports students' ability to both learn and stay focused. The ability to learn and stay focused are requirements for students in a rigorous and challenging learning environment like Fisher Academy. STEM-focused experiential learning great attention to detail and expanded learning times. With this in mind, we have designed a schedule that provides extended times in core subjects as well as time in STEM subjects. Experiential learning opportunities will be built into the curriculum and schedule and will include opportunities outside the school as partnerships are formed to support them. Our proposed daily schedule ensures that student are immersed in literacy and math instruction while remaining engaged in STEM-based project learning.

In accordance with Missouri Revised Statutes 160.041 and 160.011, Fisher Academy will be in session at least 180 days each academic year. Our school calendar also includes 20 days of summer school and 5 days of Professional Development. Each school year will begin with a student and parent informational session on the Saturday before the first day of classes from 10:00 a.m. to 12:00 p.m.

Each year, first day of school will begin on the first Monday in August and end on the fourth Wednesday in May, as long as there are no required make-up days due to inclement weather. If required, make-up days will run for the two weeks following the last day of school, according to the number of required make-up days. The calendar highlights holidays, breaks, parent /teacher conferences, make-up days, and professional development days (See Appendix A.4a). The 180 school days will be divided into four quarters as follows: first quarter (43 days); second quarter (48 days); third quarter (46 days); and fourth quarter (43 days). The 180 school days meet the

Missouri Department of Elementary and Secondary Education’s requirements of 174 school days plus 6 inclement weather closure days.

The school day will begin at 9:00 a.m. and end at 4:15 p.m. daily. Early release days will begin at 9:00 a.m. and end at 2:30 p.m. on Tuesdays, which will provide time for teachers and staff to work together on professional development activities. There will be four additional early release days for parent/teacher conferences at the end of each quarter. On early release days, students will have a 30-minute lunch and no recess resulting in 5.5 hour school day. Students will have an option to participate in outside school activities or go home at 2:30 p.m. Teachers will have 30 minutes of planning time during student lunch daily. The total number of instructional hours is 1128.5 hours, which exceeds the state requirement of 1,044 hours.

The rationale for having a late start time of 9:00 a.m. stems from research conducted by sleep researchers and health professionals that shows that:

Early school hours are harming children. It's not just the numbers of hours of sleep, but also the timing of sleep that is required for optimal health. Sleep deprivation's impacts include: weight gain and eating disorders and increased risk of obesity, cardiovascular problems, and diabetes; reduced immunity; depression; anxiety; substance abuse; mood swings; behavior problems; suicidal ideation; and potential impacts on brain development.²⁵

Due to 9:00 a.m. school day start, Fisher Academy will offer before school latch key program and breakfast for students beginning at 7:00 a.m. each day.

An example of the Daily Schedule at Fisher Academy:

Sample Daily Schedule (Day Starts at 9:00 am and Ends at 4:15 pm)	
Activity	Allotted Time
Latchkey	120 minutes
Breakfast	25 minutes
Math	40 minutes
Reading	40 minutes
STEM Block	45 minutes
Social Studies	50 minutes
Lunch/Recess	50 minutes
Math	40 minutes
Reading	40 minutes
Specials	45 minutes
Science	50 minutes
Latchkey	120 minutes

²⁵ <http://www.startschoollater.net/why-change.html>

Summer school will follow 180 days of school which will be held in two 10-day sessions: June 17-28 and July 15-26. The summer school day will begin at 9:00 a.m. and end at 4:15 p.m. daily with a 30-minute break for lunch and 15-minute break for snack and recess which totals 130 instructional hours exceeding the required minimum of 120 hours.

A.5 Target Population

The anticipated geographic location of the first Fisher Academy will be in the Normandy Schools Collaborative, which is a part of the 24:1 comprehensive community. “Vision 24:1 is an innovative, place-based community development initiative, created to solve in a comprehensive yet targeted way, the serious challenges facing residents and communities within the geographic boundaries of the Normandy School District. This initiative is inspired by 10 years of successful work by Beyond Housing and its partners providing support and improvements in the City of Pagedale. The result is Vision 24:1, twenty-four municipalities with one vision: strong communities, engaged families and successful children.”²⁶ Fisher Academy shares the Vision 24:1 which strives to improve educational outcomes for all children.

Students in the Normandy Schools Collaborative are not being adequately served by the district. This is evidenced by the loss of accreditation in 2013. That year, Normandy’s performance was the lowest in the state of Missouri and under the state transfer law, nearly 1,000 students transferred out of this district to higher performing schools.²⁷ We believe the high rate of transfers is an indicator that parents want an alternative to failing urban schools. Providing families in the Normandy Schools Collaborative with the option of a tuition-free STEM charter school that prepares students for college and beyond, provides a better choice of public school for parents while increasing the likelihood that families will remain in the communities served by the district and the Vision 24:1.

According to 2010 Census data, 23.9% of the 24:1 population is under the age of 18. Additionally, reports reveal that at least 15% of the Normandy Schools Collaborative have transferred out of the district under the Missouri Transfer Law (Missouri Revised Statute 167.131) which allows students in unaccredited districts to transfer to an accredited district at the expense of the district they are transferring out of. With location, data, and transfer rates in mind, it is expected that we will have a possible pool of enrollment from a diverse community which includes: Caucasians, African Americans, Native Americans, Asians, and Pacific Islanders.

The target population for Fisher Academy is comprised of the twenty-four municipalities that the Normandy Schools Collaborative serves, including those students who have transferred out of the school district under the Missouri Transfer Law under the Missouri Revised Statute 167.131. The twenty-four municipalities are Bellerive, Bel-Nor, Bel-Ridge, Beverly Hills, Charlack, Cool Valley, Glen Echo Park, Greendale, Hanley Hills, Hillsdale, Normandy, Northwoods, Norwood Court, Pagedale, Pasadena Hills, Pasadena Park, Pine Lawn, St. John, Uplands Park, Velda City,

²⁶ <http://www.beyondhousing.org/programs/241-community-building-initiative/>

²⁷ http://m.stltoday.com/news/local/education/in-normandy-charter-schools-struggle-to-take-root/article_97c20b82-c1d8-5a7a-9fcb-1c2d6c132baf.html

Velda Village, Vinita Park, and Wellston. These municipalities make up the 24:1 community. The total population for the 24:1 is 36,739. The 24:1 is a culturally diverse, urban community with the following demographics:

- 77.4% African American
- 18.8% Caucasian
- 1.7% Hispanic/Latino
- 1.4% Other (2 or more races, Native American, Hawaiian, etc.)
- .7% Asian

Based upon the 24:1 demographic data, Fisher Academy anticipates having a diverse student population similar to the following:

- 80% African American
- 13% Caucasian
- 4% Hispanic/Latino
- 5% Other (2 or more races, Native American, Hawaiian, etc.)
- 1% Asian

The average median household income for the 24:1 is \$37,728, which is substantially lower than the US Median Household income of \$53,657. The Department of Elementary and Secondary Education reports that 93.6 % of all student enrolled in the Normandy Schools Collaborative qualify for free and reduced lunch according to the guidelines set forth by the National School Lunch program. In light of the reported data, we anticipate serving a student population in which at least 80% will be eligible for the free and reduced lunch program. In spite of this, we will meet the needs of all students who enroll at Fisher Academy without regard to race, ethnicity, socio-economic status, or learning needs.

Normandy Schools Collaborative houses one Kindergarten/Early Childhood Center that serve a total of 222 students, four elementary schools which serve a total of 1,970 students, one 7th and 8th grade center which serves a total of 758 students, and one high school which serves a total of 753 students.

Fisher Academy anticipates that the majority of our students will enroll from the students who have transferred out of the district as well as the surrounding schools in the Normandy Schools Collaborative. The schools operated by the Normandy Schools Collaborative underperform quite substantially as evidenced by the district's lack of state accreditation. As discussed in Section A.1, we anticipate receiving students at our school who perform multiple grade levels below GLE. However, Fisher Academy will develop a solid academic program, which includes guidance and support, to prepare all of our students for higher education. There is a sufficient population, according to the census and transfer data, to support the opening of the Fisher Academy within the Normandy Schools Collaborative. During our first year of operation we anticipate serving 132 students in grades Kindergarten – 2nd Grade. In each subsequent school year, we will add one grade level until we reach 12th grade in the 2027 – 2028 school year with a

total projected student population of 552. As each school year progresses, we anticipate some attrition due to the transiency of some students in our enrollment. With this in mind, our projected enrollments decrease allowing room for a 10% attrition rate. Empty seats will be filled by students on the current year’s waiting list. The following table depicts our enrollment goals for the first five years of operation:

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	66	66	66	66	66
1	44	60	60	60	60
2	22	40	54	54	54
3	0	20	40	48	48
4	0	0	20	40	44
5	0	0	0	20	40
6	0	0	0	0	20
Total	132	186	240	288	332

While enrollment goals are anticipated, other factors may directly or indirectly alter the actual enrollment numbers. These factors may include, but are not limited to: Modifications to overall school plans, facility availability, and actual enrollment numbers. With the approval from our sponsor, University of Missouri – St. Louis, Fisher Academy will seek to expand to add additional charter schools in our efforts to serve the greatest possible number of students in the Normandy School District and other school districts in St. Louis County that may be authorized to house a charter school in its district.

A.6 Special Student Populations

Fisher Academy is strongly committed to ensuring a free and quality education that is both supportive and challenging to all enrolled students. In accordance with Section 504 of the Rehabilitation Act of 1973, which protects qualified individuals from discrimination based on their disability, we are also committed to accommodating the special educational needs of all students who have Limited English Proficiency (LEP) or require gifted and talented or Individualized Education Program (IEP) services. To ensure that all students enrolled at Fisher Academy receive a free and quality education, we will provide interventions and accommodations as described below in the Special Education Process.

The Individuals with Disabilities Education Act (IDEA) provides a free, appropriate public education for students with disabilities until they are graduated with a regular diploma or attain the age of 21 years. Universal design is defined by The Center for Universal Design as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” Through universal design and inclusion (securing opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms), students with disabilities will make progress in the general education curriculum. Students with disabilities who complete regular courses or regular courses modified as indicated in their IEPs will receive grades and have credit recorded in the transcript.

Transition planning (a process for movement from school to adult life) will be addressed for all students with an Individualized Education Program (IEP) beginning at age sixteen or younger if appropriate.

Fisher Academy will comply with Section 504 of the Rehabilitation Act of 1973 and ensure that graduation policies do not discriminate against students protected under the act.

In compliance with Section 612(a) [5] of the Individuals with Disabilities Act (IDEA), Fisher Academy will make every effort to the maximum extent appropriate, to ensure that all students with disabilities are included and have access to the general education curriculum. Special classes, separate schooling, or other removal of students with disabilities from the regular learning environment will only occur when the severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved successfully.²⁸ With this in mind, a free and quality education will be provided to students with disabilities in the Least Restrictive Environment (LRE) possible. Furthermore, transportation will be provided for all students who require it according to their IEP.

To ensure that all students with and without disabilities receive an appropriate education and that the school is safe for teaching and learning, a school wide implementation of Positive Behavioral Interventions and Support (PBIS) will be instituted. Through this evidence-based classroom strategy based on a comprehensive assessment, intervention and support plan, targeted behaviors will become less effective and desired behaviors more functional to create a positive learning environment.

Character education is a school program providing leadership and advocacy for character in schools, families, and communities helping young people become inspired and empowered to be ethical and engaged citizens. Through character education of the school staff, students and community members, Fisher Academy will build future leaders of character to be moral, civic-minded, non-bullying, successful, compliant and socially acceptable citizens.

Fisher Academy will also remain sensitive to the needs and rights of homeless students. We believe that homelessness should not be a disqualifier in a student receiving free and quality education in the mainstream school environment. Therefore, we will adhere to Part C – Subtitle B – Section 721 of the McKinney-Vento Homeless Education Assistance Act that applies to the state of Missouri under Missouri Revised Statute §167.020.01. This law mandates that all educational agencies ensure equal access to free and appropriate education to each child of a homeless individual.²⁹ Fisher Academy's specific homeless policy will meet the needs of any homeless students in our enrollment (i.e. identification process, immunization exceptions and requirements, transportation, enrollment procedures, etc.).

²⁸ <http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a,5>,

²⁹ <http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>

Fisher Academy's Special Education Process

In line with our core value of academic excellence, Fisher Academy will utilize the Response to Intervention (RTI) program. RTI will aid staff and teachers in identifying which students may qualify for special education services and/or may benefit from supports offered through intervention. The RTI team will work collaboratively with the Positive Behavioral Intervention and Supports (PBIS) Team with regards to problem-solving and prevention of anti-social behaviors which are not conducive to the classroom/school environment. This two-dimensional problem-solving approach speaks directly to our approach for building leadership and our belief that every child has the ability to succeed. RTI in conjunction with PBS will help team members gather the necessary information needed to effectively identify potential students who may have a disability, hypothesize causes of the disability, and create the best intervention strategies that meet the educational needs of the student.

If RTI proves to be unsuccessful, the student's parent(s) request a formal evaluation, or medical doctors determine that a student is developmentally challenged, evidenced by being substantially behind his or her peers, in accordance to 34 CFR §300.125, Fisher Academy will conduct a formal evaluation to determine the student's need for special education placement and related services. We will ensure that all students, enrolled at Fisher Academy, who have a disability receive services according to both federal and state laws. Additionally, all programs and services provided to students with disabilities will be in accordance with the student's IEP.

English Language Learners

Fisher Academy understands that there are notable achievement gaps between English Language Learner (ELL) students and non-ELL students and is committed to actively identifying and addressing the complex needs of any EL students in our enrollment.³⁰ We will closely align our policies to all state and federal guidelines regarding Limited English Proficiency identification and education. This will be accomplished in accordance to the newly adopted Every Student Succeeds Act (ESSA) signed into law by President Obama on December 10, 2015.³¹ The ESSA reauthorizes the 50-year old Elementary and Secondary Education Act (ESEA) of 1965 and has a redesigned focus with a clear goal of fully preparing all students, including ELL students, for success in college and careers.

Every effort will be made to identify students with ELL needs. To aid in identification, Fisher Academy will include suggested questions according to the Department of Elementary and Secondary Education (DESE) on our enrollment application. The two question are: 1) Is English the student's native language?; 2) Is a language other than English spoken in the student's home and environment?³² Once a potential student with ELL needs is identified, we will use the WIDA-Access Placement Test (W-APT) as an initial screener to measure the English proficiency

³⁰ <http://files.eric.ed.gov/fulltext/ED520960.pdf>

³¹ <http://www.ed.gov/essa>

³² <http://dese.mo.gov/college-career-readiness/assessment/access-ells>

of the student and to determine his or her need for English language instructional services. Further assessments will be conducted by the ELL Coordinator via interviews with students, parents, and interpreters, if needed. All interviews and Individual Learning Plans (ILP) will be a collaborative effort among the ELL Coordinator and the teaching staff to ensure that all ELL are being fully prepared for success in college and careers.

Fisher Academy's policy regarding ELL students is still being developed, but will ensure that:

- Students are properly identified and assessed for possible ELL services and placement;
- Students' Individual Learning Plans are closely aligned to the responses from the enrollment application and diagnostic assessments, to include any accommodations and interventions necessary for the students' success;
- Students' longitudinal progress is being adequately measured on an annual basis using the Missouri ACCESS;
- Students are assessed using both content knowledge and language acquisition and promoted accordingly;
- Students' Grade Level Expectations (GLE) are closely monitored.

In developing our policy regarding ELL students, we will focus on designing a program of inclusion and immersion that promote autonomy, self-assurance, and achievement.

Title 1 School Wide Plan

According to the U.S. Department of Education, schools with high numbers or a high percentage of low income families qualify for Title 1 grants and since Normandy School District receives Title I funds, it is likely that Fisher Academy would also qualify. Under these guidelines, it is likely that Fisher Academy would qualify for Title 1 funding.

The Title 1 program will be developed and implemented by Fisher Academy in accordance to all applicable laws and guidelines. Title 1 services will be provided to students in a way that promotes high proficiency in both math and reading while remaining sensitive to the individual learning needs of the students.

Success of the Title 1 School Wide Plan at Fisher Academy will be based on having a team that is driven by our Core Value of Free and Quality Access for all students. The team will be comprised of the Principal, Title 1 Coordinator, parents, and community members. The team will ensure that the Title 1 policies are reviewed and applied on a continual basis and in a consistent manner that is conducive to the success of all students. They will also work collaboratively to design a School Wide plan that best accomplishes the goals of Fisher Academy, hold annual meetings, and ensure that all necessary information is disseminated to parents.

A.7 School-Specific Goals and Objectives

Fisher Academy is a public charter school subject to the same state and federal standards of academic achievement and progress as all public schools in the state of Missouri. Our goals are parallel with Missouri standards while uniquely aiming to ensure that our students are positioned to excel in all subject matter. Fisher Academy anticipates that many of our students will be at least one year behind GLE with the beginning grades of Kindergarten – 2nd with increasing grade level deficits as we add on additional grades 3 – 12. However, our school-specific goals and objectives are in line with our philosophy of education that believes that academic rigor and high standards for behavior is possible for all students.

Goal #1- Students who attend Fisher Academy will demonstrate a strong understanding of the Missouri Learning Standards. At least 85% of students who have completed three years at Fisher Academy will score Proficient or Advanced on the MAP Mathematics and English Language Arts assessment.

Grade-level expectations (GLEs) provide grade by grade targets for instruction for teachers. The following subjects have DESE approved GLEs and Course-level expectations (CLEs): English language arts & literacy, mathematics, science, social studies, world languages, fine arts, health/PE, guidance and counseling, career & technical education. The Missouri Learning Standards define the knowledge and skills all students should master by the end of each grade level.

This goal is in line with school's mission for academic success and in line with Missouri's accountability system. Student achievement is measured by the MAP and scores will be reported to DESE following the requested timeline.

Goal #2 – By its fifth year of operation, Fisher Academy will earn an MPI equivalent to the DESE Academic Achievement Status Target of at least 375 in Mathematics and English Language Arts.

The MAP Performance Index (MPI) is used to develop scores within the Status and Progress metrics and to set academic achievement targets for Fisher Academy. Student performance on tests administered through MAP is reported in terms of four achievement levels; Below Basic, Basic, Proficient and Advanced. To generate the MPI, the number of Advanced scores are multiplied by 5, Proficient by 4, Basic by 3 and Below Basic by 1. These products are summed, divided by the total number of reportable and multiplied by 100 then round to the tenth to produce the MPI which ranges from 100-500.

Improvement targets will be set based on the individual group's two (2) prior years of achievement. The average MPI for these two years, divided by 2 determines the MPI Gap which will be used to establish progress targets. To generate targets for progress measure, the MPI Gap will be multiplied by 5% for exceeding the target.

This goal is in line with school's mission for academic success and in line with Missouri's accountability system.

Goal #5-Parent Engagement – Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys.

Parents/guardians play an important role in the school and are integral to the success of the students. To develop an effective family-school partnership, Fisher Academy will:

- Create a welcoming school climate
- Provide families information on a regular basis regarding the child’s development and learning environment
- Establish effective school -to-home communication that is unique to the needs and requests of the families
- Provide opportunities for families to increase their knowledge and skills to support their children’s leaning
- Engage families in the school community by allowing parents to serve on committees and in leadership roles
- Connect students and families to community resources that strengthen and support students’ learning and well-being

Promotion from one level to the next and for graduation will be determined by the Principal subject to the following:

- Report card grade requirements; students must pass English/Language Arts and at least 3 of the 4 core classes
- Review of MAP data
- Teacher recommendations
- Attendance (students with 20 or more excused and/or unexcused absences may be required to repeat the same grade)

The principal shall determine if it is in the best interest of the student to be promoted. The principal will request on or before March 1, a list of students from the teachers who are in danger of being retained in the same grade level and a remedial plan will be put in place to avoid the retention, if possible.

A.8 School Climate and Discipline

Fisher Academy will be a place where students and parents can be actively engaged in the overall learning process by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. We will also welcome parents’ engagement in the learning process via volunteerism in the classroom, during community outings, and as part of school advisory councils and Parent/Teacher Organizations. Fisher Academy recognizes that school culture can have a long-range impact on the development and

success of students. In light of this, we are committed to empowering our students to learn and consistently meet high standards of citizenship, as this is an integral piece in developing a strong school culture and climate.

Fisher Academy will be built with a commitment to provide a safe, positive, and respectful school climate for students, parents, and staff that cultivates learning, exploration, and continuous growth. All discipline policies and procedures will be designed in compliance with Missouri Revised Statutes 160.261 and 168.071. Our discipline policy and use of positive behavioral interventions and supports will provide clear expectations, decision rules, and interventions for students and adults.

Additionally, in our efforts to minimize distractions and reduce the potential for bullying and other interactions that may disrupt a positive learning and teaching climate, Fisher Academy will use a dress code for students.

Positive Behavioral Intervention and Supports: Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.³³ PBIS provides an established language and process for addressing discipline and behavioral issues that will be known and consistently used by all Fisher Academy teachers and staff. Fisher Academy will proactively use the research-based and established PBIS program to assist with identifying potential behavioral issues and to provide positive support for students on a case-by-case basis. PBIS is tremendously aligned with Fisher Academy's mission and core values.

As outlined in section A.1, Fisher Academy's approach to starting with grades K-2 and adding one additional grade each year combined with strategies specifically designed to use multi-grade instructional strategies so teachers know and understand the needs of every child will be highly instrumental in providing positive support as a natural part of our culture, rather than an artifact of a particular program. We believe that PBIS will provide a framework that will support our efforts to develop a safe and secure school climate focused on high academic expectations, positive behavior, and success for all Fisher Academy students. At the beginning of each school year, teachers and school leaders will review classroom and school rules and the expectations for behavior, including consequences (positive and negative).

Fisher Academy will guide students to make a personal investment in the well-being of others and teach students skills to help them work productively in groups, achieve high levels of organization, and practice high standards of ethical behavior, protection of public health, safety, and the environment. The community-model that Fisher Academy has will work to develop a positive school environment where all students, school staff, parents, and the community will commit to helping students become responsible, caring and contributing citizens through comprehensive character education, as defined in section A.6.

³³ <https://www.pbis.org/school>

Additionally, we are committed to providing a climate that consistently instills in our students the importance of building and sustaining relationships. Two pillars that can serve as the foundation of successful leaders are: openness and honesty. The ability and fortitude to communicate openly and honestly create trust among everyone involved. Furthermore, the ability to acknowledge mistakes and learn from them is essential for the development of quality leaders.

Fisher Academy believes that every student has the ability to succeed. To foster the idea of success in our students, Fisher Academy will work to develop the following qualities in our students:

- Confidence in their ability to school and their ability to learn;
- Willingness to work through challenges until they achieve success;
- Commitment to consistently meeting high standards of citizenship;
- Strong leadership skills that foster a positive self-esteem;
- Conflict resolution skills that are instrumental in team-building and problem solving;
- Ability to connect classroom learning to real-world experiences.

Professional development will be an essential component to ensuring a positive school climate. All staff will be trained on best practices for working with at-risk youth, character education, and PBIS. Character education promotes a school climate where everyone fits in and works together. Through webinars, institutes and workshops, educators can learn how to make the school culture and climate more positive and build skills that the students need for academic and social success.

Implementing school-wide PBIS will provide teaching and learning environments that are:

- Less reactive, aversive, dangerous and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues
- Improve supports for students whose behaviors require more specialized assistance
- Most importantly, maximize academic engagement and achievement for all students.

PBIS training typically involves high quality, on-going professional development which may be accessed through DESE's Regional Professional Development Center, local workshops, and institutes. The establishment of a school-based leadership team and PBIS Coach will support the successful implementation of PBIS.

Dress Code

Fisher Academy students will wear uniforms, which will create a sense of unity, school spirit and identity as well as equalize students and remove distraction that often accompany clothing choices. The uniforms will remain consistent and will require all male students to refrain from sagging and to wear a belt. Furthermore, all shorts and skirts must fall at least two inches below the fingertips and be appropriate to weather conditions. Students are required to come to school with a neat appearance which means being well groomed and in-line with defined dress code.

Any student out of uniform will be required to report to the front office to change into appropriate wear before attending classes. Fisher Academy will keep a supply of school uniforms on hand for these occasions.

Respect

Fisher Academy's students will be expected to respect all members of the school community both inside and outside the classroom. Respect is imperative to cultivating our culture by ensuring students are considerate of all staff, adults, and students who are a part of the school. Examples include sharing responsibility for keeping the school neat and being helpful to visitors to the school. Students will be careful and kind in their choice of words so as not to be hurtful and offensive to others.

Student Discipline

PBIS as previously defined, emphasizes four integrated elements: (a) Data for decision making, (b) measureable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. The elements guiding PBIS that Fisher Academy will institute include:

- Developing a continuum of scientifically based behavior and academic interventions and supports
- Using data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance and progress continuously

Once we have hired our Principal, he or she will establish a written discipline policy in accordance with sections 160.069, 160.261, and 160.262 of the Missouri Revised Statutes, including a grievance procedure for parents or guardians. This process will entail identifying best-practices in line with our current RTI and PBIS plans for the school. In addition, Fisher Academy shall adopt an anti-bullying policy in accordance with R.S. MO §160.775. The Principal and Assistant Principal will administer discipline with oversight from the Board where appropriate. In the case of an expulsion, the student will be afforded a hearing, pursuant to R.S. MO §167.161. Fisher Academy will comply with the provisions of Missouri's Safe Schools Act as set forth in R.S. MO §160.261. School rules shall apply to students while they are at school, on their way to or from school, and while they are involved in school-sponsored activities outside of school.

Academic Behaviors

Fisher Academy will have quarterly academic reports, which will include an evaluation of academic behaviors. These evaluations are not associated with disciplinary infractions and are

not calculated into an academic grade. The following behaviors contribute to and/or hinder academic performance and are reported for recognizing strengths and areas of improvement.

- Successful Completion of assignments
- Successfully following directions
- Honoring student commitments
- Tardiness
- Absences
- Adhering to academic integrity policies

Disruption to School Climate and Safety

- Hindering and/or interrupting normal classroom learning or school activities
- Inappropriate, obscene, or abusive language or gestures
- Bullying
- Leaving school premises during school hours without permission
- Willfully lying to school authorities
- Misuse of technology
- Any behavior that threatens the physical or emotional safety of another by use of threats or force
- Assault or attempt to assault any student or staff member
- Abuse or destruction of school property or equipment
- Theft
- Smoking
- Possession, transfer or use of alcohol or drugs
- Being under the influence of alcohol or drugs on school premises or while attending a school event
- Possession, use or attempted use, or transfer of any weapon

Parent or Guardian Grievance Procedure

Fisher Academy will make every effort to ensure that the needs of all students are being met with quality, compassion, professionalism, and in accordance to all Missouri requirements. A parent or guardian who has a grievance with Fisher Academy shall contact the Assistant Principal either by phone or in person (by appointment). Once discussions begin surrounding the grievance, if deemed necessary, the student's teacher will be included. Furthermore, if the grievance pertains to specific needs of the student that are not being met, the school social worker will be brought into the discussion. An accurate record of all meetings and outcomes shall be kept by the Assistant Principal. Once a resolution has been agreed upon, the Assistant Principal shall make a record of both the initial grievance and the agreed upon plan to address that grievance.

Any issue regarding a staff member or individual student(s) needs will be addressed in closed session to protect the privacy of all parties involved. If initial processes don't resolve the issue, the parent may send their grievance in writing to the school board chair (using the school

address). Once received, two members of the Board and the school administration will meet with the parent for a 'hearing'. This will occur only after the parent has attempted to resolve the issue with the school leadership

If a parent so chooses, he or she may contact the board Secretary to request to have his or grievance presented on the meeting agenda. Information regarding all monthly board meeting dates, times, and locations as well as contact information for the board Secretary shall be made known to parents on a consistent basis and via the school's website.

Special Services Population

All students, including special education students, will be held to the same high standards of academic and behavior expectations. However, Fisher Academy understands the special rights afforded to IEP students concerning discipline and disciplinary actions. Fisher Academy will adhere to all disciplinary procedures outlined in the federal IDEA regulations and federal regulations 34 CFR §300.10 et seq. Disciplinary issues involving special education students will be handled based on their individual IEP to determine whether the infraction is directly related to the student's disability or was a direct result of Fisher Academy's failure to properly implement the student's IEP. If a hearing determines the student's conduct was not a result of the disability, the school may request a change of placement for the student as defined by 34 CFR § 300.50. If a hearing determines the conduct was the result of Fisher Academy's failure to implement the IEP, the IEP team will conduct a Functional Behavior Assessment (FBA) and implement a Behavioral Intervention Plan (BIP) in accordance with 34 CFR § 300.60.

If a special education student receive an out-of-school suspension that lasts longer than five days, a plan for services that supports the academic progress of the student, as defined by the student's IEP and required by 34 CFR § 300.20, will be identified on the sixth day.

If a hearing determines a student is violent and/or dangerous and is likely to injure herself/himself or others, in accordance to 34 CFR § 300.80, Fisher Academy may request an expedited due process hearing to seek a forty-five (45) school day interim alternative educational placement that will allow the child to receive educational services that will enable him/her to:

- Continue to participate in the general education curriculum, although in another setting.
- Progress toward meeting goals set out in the IEP.
- Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Parent (Guardian) Involvement

Fisher Academy believes that parent involvement is critical to student success and that the more families are involved in the learning process, the better the students' performance. Fisher Academy will, undoubtedly draw from a low-income population, which puts students in a high-

risk category. With this in mind, we understand that a positive and constructive working relationship between Fisher Academy and the students' parents/guardians is essential to the fulfillment to our mission and goals. To accomplish our goal of Parent Engagement each summer, parents will be invited to meet their child's teacher, enroll in the Free and Reduced Meal Program, and learn about and sign up for volunteer opportunities during the coming school year. During the school year, as one of our goals is Parent Engagement, Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys. Further, as discussed in Section A, to strengthen parent/teacher/school relationships, Fisher Academy will work diligently to involve parents in their child's entire learning experience. We will accomplish this by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. Teachers will initiate and maintain open communication with parents and will provide frequent updates on their students' academic progress

Parents will also be invited to Open House where they have the opportunity to learn more about our curriculum, behavior, academic, and homework expectations, daily class routines, the STEM and experiential learning design, and ways to support their child's learning outside the classroom. Teachers will have the responsibility to ensure that they meet with each parent at least twice during the school year.

Fisher Academy will host an annual back-to-school orientation on the Saturday prior to the start of the school year which students and their parents will be encouraged to attend. This will give faculty the opportunity to meet and begin to build connections and relationships with families. Fisher Academy will also be in frequent communication with parents through written communication sent home with students, the internet, phone calls and posted notices to share information regarding upcoming meetings, programs, and events. An advisor will be assigned to each student and will serve as primary liaison between the school and the student's parents.

Parent/Teacher Conferences

Conferences will be held at the end of each quarter, which will provide faculty an opportunity to share their observations and assessment of student progress with families. Faculty will discuss (1) quarter curriculum objectives; (2) student strengths and a personal story illustrating the strength; (3) student challenges, ways challenges were addressed by teacher and student, and any outstanding concerns; (4) ways the families can help support the student at home.

B. Organizational Plan

B.1 Governing Board

Fisher Academy is a Missouri nonprofit incorporated pursuant to the Missouri Nonprofit Corporation Act (R.S. MO §355). Fisher Academy's Articles of Incorporation, which includes all initial incorporators named, are included as Exhibit B.1(a) and a copy of the Certificate of Incorporation issued by the State of Missouri is included as Exhibit B.1(b). Fisher Academy's

initial governing board has established and adopted a set of corporate by-laws which are included as Exhibit B.1(c). These by-laws include Fisher Academy's method for electing board members and officers of the Board and are consistent with R.S. MO §355.326. The Board has adopted a Conflict of Interest Policy and Statement, in accordance with the Missouri Ethics requirement, that each board member will be required to complete each year and is attached as Exhibit B.1(d). Fisher Academy has been approved as tax exempt by the U.S. Department of Treasury. A copy of the tax exempt approval is attached as Exhibit B.1(e). The Board will be accountable to our Sponsor, Fisher Academy's sponsor, for the success of Fisher Academy. The contract between Fisher Academy and our Sponsor is attached as Exhibit B.1(f).

In accordance with §160.400 to 160.425 and 167.349, Fisher Academy understands that no sponsor shall grant a charter without ensuring that a criminal background check and family care safety registry check are conducted for all members of the governing board of the charter schools or the incorporators of the charter school if initial directors are not named in the articles of incorporation, nor shall a sponsor renew a charter without ensuring a criminal background check and family care registry check are conducted for each member of the governing board of the charter school. In accordance with §162.014, Fisher Academy understands that no person shall be a candidate for a member or director of the school board in any school district in this state if such person is registered or is required to be registered as a sex offender under sections 589.400 to 589.425. Any member or director of the school board of any school district who is registered or required to be registered as a sex offender under sections 589.400 to 589.425 shall be ineligible to serve as a member or director of a school board of any school district at the conclusion of his or her term of office. The Department of Elementary and Secondary Education (DESE) procedures specified for conducting criminal background checks and child abuse registry checks shall be used for new governing board members.

Each new Fisher Academy board member will undergo a criminal background check and family care registry check as required by R.S. Mo §160.400 to 160.425 and 167.349. The board must have appropriate liability insurance. Fisher Academy will be excused from all laws and rules related to schools, governing boards, and school districts, except for those provided in 160.400 to 160.425 RSMo or those which specifically indicate they are applicable to charter public schools. A copy of this application was delivered to the Normandy Schools Collaborative on _____ (See Exhibit B.1(g)).

Fisher Academy will act through its Board of Directors, employees, and agents. The Governing board for Fisher Academy knows and willingly follows the guidelines of Chapter 6 of the Missouri Sunshine Law, which requires the following: meetings must be publicly announced and open to the public; recording of public meetings must be allowed; must record all meeting minutes, including voting records and make them available to the public; most meeting records and documentation must be made publicly accessible; closed meetings and records, as provided by the law; and records of closed meetings. Regular board meetings will be held on a monthly basis with special meetings and committee meetings being held on an as-needed basis. Board officers will include: President, Vice-President, Secretary, and Treasurer. A liaison for Fisher Academy's institutional sponsor will also attend board meetings.

Fisher Academy board will be one of diversity with regard to age, race, ethnicity, professional background and expertise, and academic background. The board will be representative of the greater St. Louis community and will provide a diverse pool of expertise for proper governance of Fisher Academy. To add to the diversity that currently exists amongst the founding board members, future board members will be recruited from professionals in STEM fields, law, finance, fundraising, media and public relations, and elementary, secondary, and higher education. Prior to opening day, Fisher Academy's board will have eight to ten members who will each commit to a three-year term. A liaison from Fisher Academy's sponsor will also attend board meetings.

Once elected, new board members will attend an initial meeting where he or she will be orientated on the state of Fisher Academy, including its strengths, accomplishments, and challenges. He or she will also be educated on the structure, functions, and expectations of Fisher Academy Board. Board members will share an annual retreat geared toward team-building and strategic planning.

Fisher Academy Board will be responsible for:

- Recruiting, hiring, evaluating, and terminating (when necessary) the top level administrative employee (Principal) of Fisher Academy;
- Ensuring that the organizational policies of Fisher Academy are developed, implemented, and monitored for quality and alignment with the vision of Fisher Academy;
- Ensuring that the academic instruction and quality of Fisher Academy is aligned with the core values, goals, and vision of Fisher Academy;
- Acting with or Sponsor;
- Preparing, attending, and actively engaging in board and board committee meetings and activities;
- Providing counsel and resources for the Principal at Fisher Academy;
- Overseeing all financial aspects of Fisher Academy, which includes approval of all budgets and audits;
- Participating in disciplinary and complaint hearings, as necessary

Oversight of the day-to-day management and operation of Fisher Academy will be left to the administrative team. However, Fisher Academy board maintains authority over Fisher Academy and, therefore, is accountable for the financial, organizational, and academic health of Fisher Academy.

B.2 Governing Board Composition

The founding board members of Fisher Academy are committed to its mission of providing a collaborative, academically rigorous and socially empowering learning community that prepares students, regardless of their societal challenges, for college and a global work force. As we move toward the opening of Fisher Academy, more governing board members will be sought in our efforts to establish a well-rounded and diverse board. The board will consist of high-quality community and business leaders, community members, and parents who care about

the school, its vision, and the students we serve. The founding board will recruit up to four additional members that will enhance and support the board's ability to govern a high performing charter school.

Shawntelle Fisher is Fisher Academy's Founder, an initial incorporator, and President of the Board. Shawntelle is also the Founder and CEO of The SoulFisher Ministries, the non-profit responsible for starting Fisher Academy. She graduated summa cum laude from University of Missouri – St. Louis with a Bachelor of Educational Studies, a Bachelor of Science in Media Studies, a minor in Social Work, and a Pierre Laclède Honors College certificate. Shawntelle is currently a dual Master candidate at Washington University and Eden Theological Seminary pursuing a MSW and MDiv. Shawntelle has a passion to see people empowered to be and become their very best. She oversees the day-to-day operations of The SoulFisher Ministries which includes its Educate Now to Achieve Later (ENAL) free after school tutoring, nutrition, and enrichment program that is currently operating in the Riverview Gardens School District and its Adult General Academic Program of Education (AGAPE) reentry program which works with individuals who are currently and/or formerly incarcerated to ensure that they are empowered to make a positive transition back into the community.

Marilyn Smith, PhD. is currently an Adjunct Assistant Professor for UMSL, where she has been teaching since fall 2014. She was also employed as an Adjunct Professor by Webster University for 12 years, ending in 2015 due to changes in course requirements for Special Education certification. She continues to serve the community as a Transition Consultant. Marilyn was employed by the Special School District of St. Louis County as an Effective Practice Specialist in the area of Transition before she retired in 2014. She worked for SSD for 28 years and for 17 of those years as a Transition Specialist. She first became interested in transition when teaching vocational skills at a local Ponderosa Restaurant. As transition became mandated through the Individuals with Disabilities Education Act, she had an opportunity to leave the classroom in 1996 to become one of the team members responsible for launching Transition Planning for schools in St. Louis County.

Over the last 17 years, she has developed relationships with many service providers, experts in the field and state leaders and has become an acknowledged expert on transition. Until she retired, she was a Missouri Transition Liaison, a member of the Missouri Interagency Transition Team, member of the Vocational Rehabilitation Transition Ad Hoc Committee, National presenter and author of many articles on transition. By utilizing her knowledge of the adult system she has been able to provide guidance to SSD in developing programs and resources that assist students and families in successfully preparing for adult life.

Amy Garrison has over 25 years of marketing, communications and business development experience ranging from small startups to large global corporations to non-profits. She formed Brand Virtue, LLC in 2013 to provide companies with limited internal marketing resources with an experienced, "on call" marketing director to guide them through their marketing and communications programs.

Most recently, Amy was the senior manager of business development at Dentons, the seventh largest law firm in the world. She was responsible for leading the business development and strategic marketing initiatives for the US transactional practices including Real Estate, Retail, Hotels and Leisure, Capital Markets, Trusts and Estates and Financial Institutions. Her primary focus was to support the firm's lawyers and professionals in identifying key opportunities to expand work within the industry sectors through a client service team approach.

Prior to her career in the legal industry, Amy was vice president of corporate communications at Cassidy Turley, the largest full service commercial real estate firm in the central United States. She directed the firm's public relations programs including media relations, community relations, and internal communications.

Amy began her career in advertising sales before transitioning to the marketing side of the business. She was able to hone her sales skills as an account executive for both print and broadcast television, which has been extremely beneficial to her career as a marketing and communications specialist.

Ed Maggert is the Head of School for The College School. He received his BA in Chemistry from Sewanee University in 1980 and subsequently worked as a researcher for Union Carbide in the Environmental Sciences Division of Oak Ridge National Laboratory. He co-published two articles on the environmental effects of bi-products of the coal liquefaction process. Ed transitioned to his career in education in 1981 at Asheville School, an independent high school in Asheville, North Carolina. Ed became director of the school's outdoor program in 1985 and expanded the program's activities and leadership focus, developed an extensive risk management plan, and led the program through the accreditation process with the Association for Experiential Education (AEE). Ed led a Professional Development group that assisted teachers in creating experiential curricula for classes of all disciplines. He taught chemistry and physics and designed and taught the school's first environmental science class. Ed also sponsored the school's environmental club and supported student's involvement in such projects as designing, building, and running a composting system for all dining hall waste. While at Asheville School, Ed completed his MA in Adventure/Experiential Education from Prescott College.

Ed has also been very involved in experiential education on a national level. He has done presentations at a number of conferences including SE Regional AEE, International AEE, PEAK, Alpine Towers International, and North Carolina Association of Independent Schools. Ed serves as treasurer for the AEE Board of Trustees, having previously been SE Regional Co-chair and involved in several conference committees. Ed has also been very active in the Independent School Experiential Education Network (ISEEN). In 2010 Ed received the Rebecca L. Carver ABC's award from AEE for his work in experiential education. Ed is excited to bring his extensive background in experiential education in both the academic and outdoor realms to The College School.

Personally, Ed loves outdoor adventure and has enjoyed climbing, kayaking, skiing, caving, trekking, scuba diving, and cultural exploration; in 36 countries on six continents. Ed's wife, Sue, who also loves spending time outdoors, is a nurse and as well as an avid runner. They have one daughter, Jessica, who is pursuing her MAT in 6th - 12th grade English at the University of South Carolina.

Stacie Reardon practices in Dentons' Real Estate group. She represents a diverse range of clients, including owners, developers, lenders, landlords and tenants with respect to leasing, design, construction, real estate finance, development, acquisition and multi-state right-of-way acquisitions. Stacie has extensive experience drafting and negotiating office, commercial and shopping center leases; design and construction contracts, including general conditions, subcontracts, design/build contracts and consulting agreements; permanent and construction loan financing documents; and pre-condemnation acquisition and settlement agreements.

Caron Strother brings a unique combination of professional skills and personal dedication as a lifelong learner to the Fisher STEM board. With over 30 years of business administration experience, her earliest years as a pioneer in the conversion, development and implementation of billing platforms to the latter half of her career increasing her passion and visibility in advocating for students in higher education. She earned her B.S. degree from Avila University in 1982 and an M.B.A. from Webster University in 2014.

Presently, she serves as the Director of Financial Aid and Accounting Services at Eden Theological Seminary where her fervent dedication for student success is most seen in her nurturing and creative authority, designing or transforming existing student platforms. She has contributed greatly to: increasing the utilization of scholarship and grant resources; the development and implementation of student and community partnerships; and increasing the use of federal funds, lessening the debt burden for student's matriculating through graduate degree programs.

Caron is an active member in several civic, professional and higher education organizations.

Attached as Appendix 1 is the Request for Information from Prospective Charter School Board Members and Exhibit B.2(a) are the full resumes of the founding board members.

B.3 Management and Operation

Fisher Academy will only hire individuals who support our philosophy of education and mission. These individuals must be committed life-long learners who are qualified to carry out all duties and responsibilities as leaders within the school. All staff members will undergo background checks and family care safety registry checks as required by R.S. Mo §160.408.11 and will be employed by Fisher Academy. Fisher Academy will begin start-up activities the year prior to the opening of the school. The first position that will be filled is the Principal. He or she will be hired by August 2017 to give him or her ample time to recruit the three additional members of the executive team (Assistant Principal, Director of Operations, and Administrative Assistant). The Administrative Assistant will also be hired during the year prior to the opening of the school.

In the pre-opening year, the Principal will be responsible for developing the academic and student character programs, developing school curriculum, student recruitment and community outreach, budget preparation, review, and adjustment, hiring teachers, a social worker, and

creating professional development programs for teachers in summer of 2018 prior to school opening. The hiring timeline for Fisher Academy is below:

Position	2017 -2018 (pre-opening)	2018-2019 (K-2)	2019-2020 (K-3)	2020-2021 (K-4)	2021-2022 (K-5)	2022-2023 (K-6)
Enrollment	0	132	186	240	288	332
Principal	1	1	1	1	1	1
Asst. Principal	0	0	1	1	1	1
Dir. of Operations	0	1	1	1	1	1
Admin. Assistant	1	1	1	1	1	1
Computer/Tech	0	0	1	1	1	1
Facilities	0	0	0	1	1	2
Security	0	0	0	0	0	0
Social Worker	0	1	1	1	1	1
Foreign Language Instructor	0	.5	1	2	2	2
Teachers	0	6	8	10	12	14
Teacher Aides	0	0	1	2	2	2
SPED Teacher	0	1	1	1	1	1

Prior to school opening, the principal, in conjunction with the Board of Directors, will develop a complete set of personnel policies that will determine all hiring, evaluation, promotion and termination guidelines. The Principal will then use those guidelines to hire the Administrative Assistant, Assistant Principal, Director of Operations, Social Worker, Foreign Language Instructor, and SPED teacher. The same personnel policies will be used to hire future employees.

During the first year that Fisher Academy is open, the school will be led by the school Principal. The Principal will be charged with ensuring that all components and aspects of Fisher Academy's learning model are implemented and followed. The Principal will manage the school budget, supervise all staff, evaluate all teaching staff, provide staff with access to professional development, build relationships with parents and have a strong presence in the community. In addition to the Principal, two administrative positions, Assistant Principal and Director of Operations, will be filled. The Assistant Principal position will be a full-time position and the Director of Operations position will begin as a part-time position during the first year, becoming full-time during the second year.

Also during the first year, the rest of the staff will be hired along with support staff. The following years will include adding additional teachers and assistants to include two teachers per year and one additional assistant and one additional foreign language instructor. By its fifth year, Fisher Academy will have 14 teachers, 9 teacher aides, and a SPED Teacher on staff, serving a total of 332 students.

All hired staff will be certified and highly trained and qualified in their specific area of expertise. Initial hiring will be done by the Principal with support from the Board of Directors. Hiring will

begin in January 2018 to ensure that all hired staff are in alignment with the mission of Fisher Academy and well prepared for opening day.

(See Exhibit B.3(a) Management Organization Chart and B.3(b) Job Descriptions)

Position Descriptions for Executive Leadership Team

Principal

Fisher Academy's Board of Directors will form a Recruitment Committee using board members, educational and business professional, and community members to conduct a thorough local and national search for the Principal. Professional recruitment agencies, Teach for America, Independent Schools of St. Louis (ISSL), North American Reggio Emilia Association (NAREA), and other recruitment sources will be used in addition to the Recruitment Committee. The Recruitment Committee will select the candidates they feel are best qualified to carry the mission of and carry the goals of Fisher Academy. The final decision will be made by the Board of Directors.

The Principal should have five plus years of exemplary teaching experience, administrative certification and experience as an administrator, possess excellent research and interpersonal communication skills that are highly instrumental in identifying potential donors and building relationships with current and potential donors that will provoke them to either become or remain interested in funding the work of Fisher Academy. The Principal is to serve as the instructional leader and coach to the teaching staff as well direction to executive and support staff. He or she is responsible for the hiring and evaluation of all staff members. He or she must be highly skilled at establishing a collaborative and positive working environment with the teaching and support staff. The Principal is responsible for driving rigor and relevance in curriculum and in school culture, and in achieving the academic and socio-emotional goals of the school.

The Principal will serve as the face of Fisher Academy and act as the liaison between Fisher Academy and the Board of Directors and Fisher Academy and the charter sponsor. The Assistant Principal, Director of Operations, and Social Worker will report directly to the Principal. The Principal will foster a reflective, collaborative and inspiring culture for students, families, faculty and community partners that aligns with Fisher Academy's mission, vision and educational philosophy.

The Principal will be responsible for student recruiting and the development and implementation of a school orientation program for students and families. The Principal will be the leader of the student body and have daily interaction with students. This position will also serve as the school's student disciplinary officer with the assistance of the Assistant Principal. The Principal and the Assistant Principal will participate in all disciplinary meetings with students and parents. It is also the core duty of the Principal to understand the special needs of individual students and for creating and supervising programs such as special education, English Language Learner, and students with disabilities to meet the needs of all students. Tutoring programs will be available to all students and will also be overseen by the Principal.

The Principal will be responsible for the recruiting, hiring, developing, managing, promoting, and retaining high quality, high impact leaders, teachers, and support staff members. The Principal will also be in charge of developing and implementing faculty and staff professional development programs.

The Principal will be responsible for leading and managing the school with a focus on driving excellence and realizing significant and meaningful achievements for all students. This position will oversee the selection, development and implementation of curriculum with STEM focus that serves as a model for excellence in education and is designed to prepare students for college. The Principal will develop and implement accountability practices to evaluate school effectiveness and make strategic decisions to ensure the school, its teachers, and its results are always improving. It is also the responsibility of the Principal to ensure that the school remains in compliance with the Missouri Department of Elementary and Secondary Education requirements.

The Principal will be responsible for creating active and ongoing partnerships with viable organizations and businesses, and being actively engaged in local and national educational organizations. This includes being active in the community in a way that engages stakeholders and the community in the activities and academic approach of Fisher Academy.

The Principal will be responsible for the development and implementation of the school's college readiness and counseling program, which will begin for all students in 6th grade. The Principal will also work closely with the Assistant Principal to create and roll out a business education curriculum, including internships, to prepare students for employment during summers and after graduation.

The Principal will be responsible for the strategic fundraising plans of Fisher Academy. This includes oversight and management of grant applications and funds.

Assistant Principal

The Principal will hire an Assistant Principal that has a background in urban public education and social work/guidance counseling. The candidate must have strong communication, organizational, and leadership skills, and have the ability to solve problems using a creative and diplomatic approach.

The Assistant Principal is full-time position. The Assistant Principal will be responsible for the overall welfare of the school's student body including overseeing discipline, counseling and delivery of social services to the students. Additionally, this position will work closely with the Principal in creating and maintaining key relationships with both corporate and non-profit organization partners for the benefit of Fisher Academy students.

The Assistant Principal oversees the college counseling program, coordinates and directs the athletics program, designs and implements all after school programs (including summer school and summer camps), identifies and orchestrates all components of internships for eligible

students, oversees the marketing and communications activities of Fisher Academy, and recruits and coordinates school volunteers and mentors for the mentoring program. The Assistant Principal will also be the link between the school and the students' parents and family members including the development of programming for families.

Further, the Assistant Principal will be responsible for the implementation of the character education program, handling minor disciplinary issues with students and minor grievances with parents. The Assistant Principal will be hired in year two to ensure that the Principal is available to teachers for classroom support and to monitor all aspects of school operations to ensure that Fisher Academy is consistently providing high-quality education that is driven by expertise.

Director of Operations

The Director of Operations is a full-time position. The Director of Operations (DO) is the business operations leader for the school, managing all non-instructional functions, services, and staff so that the instructional team can maintain a concentrated focus on teaching and student achievement and maximize instructional time. The DO will ensure that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the mission and vision of Fisher Academy.

The DO will be responsible for systems development for implementing school-wide non-instructional policies and procedures that ensure operational excellence within the school. These Systems include, but are not limited to: transportation, security, meal program, procurement, compliance tracking, and budget management.

The DO will be responsible for compliance by capturing and organizing key school data for the accurate creation and completion of various compliance reports such as attendance, enrollment and staffing for reporting to relevant stakeholders. Additionally, this position will ensure all fire, life, and safety regulations and procedures are implemented ensuring the well-being of school staff and students.

The DO will oversee all business by supporting the development, management of the procurement process including but not limited to vendor selection, account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment. This position will support the Principal in annual budget preparation and management to ensure the school meets its financial goals. The DO will oversee all janitorial staff and facility management related projects to ensure the facility is well maintained. This position will serve as the first point of contact for all IT related items including management of IT assets, assisting staff with IT issues as able and procurement of IT services as needed.

The DO will serve as the human resources administrator as it relates to employee information and benefits. This position will be responsible for maintaining all employee files, required HR paperwork and data systems updates and oversee payroll administration.

The Principal will hire the DO. The DO candidate should have a background in public school accounting and reporting, is mission focused, well organized and planned, a strategic thinker,

excellent communicator and influencer, and driven toward excellence. A background in human resources is also preferred.

Early Years of Management

The current long-term organizational management plan as described in the charter is ideal when Fisher Academy has been established and well-funded for at least three years. In its infancy stages, when Fisher Academy has not reached full enrollment, management will likely look quite different. Fisher Academy will also outsource some of its management functions. In addition, as Fisher Academy continues to grow and expand, management will grow and expand to meet the needs of our students.

B.4 Staffing and Human Resources

A quality faculty is at the center of a successful school, however, teachers alone cannot be held accountable for a school success or failure. The school environment and school leaders, who shape these environments, are crucial to launching teachers to do their best work in the classroom. These environments that support great teaching also, promote student learning. The stakes are high as poor leadership and a lack of an effective retention strategy can lead to teacher attrition that depress levels of student achievement and negatively affect the school community. Thus, Fisher Academy, as part of the school's long-term strategic plan, is dedicated to not only hiring top educators but also making their retention top priority.

Recruitment and Retention Strategy

Recruitment – “It’s All About The Right People”

Fisher Academy believes that retention starts with thoughtful hiring, and in-depth preparation and training. We believe that having an earlier hiring timeline--starting in January—allows more time for sample lessons and more time to identify teacher-school “fit”. Encouraging teacher candidates to connect with current teachers and to co-plan with prospective colleagues helps ensure that new hires are a good fit for Fisher Academy’s culture. Getting the right candidate doesn’t just mean getting them in early. It also means they have the teaching abilities to meet Fisher Academy’s high standards and the school’s culture. Fisher Academy is looking for teachers who have strong classroom management skills and content knowledge in their field, but also have a growth mindset, who are able to take feedback and put it to good use. Candidates must be pioneering and ready to teach using innovative technology in the classroom. Since experiential learning is at the core of Fisher Academy’s mission, teachers must be collaborative and flexible to allow students to learn hands-on at their individual pace. Most of all, Fisher Academy teachers must nurture creativity, curiosity and confidence, which breed a lifelong love of learning.

To find qualified teachers, Fisher Academy will build relationships with higher education institutions and utilize employment and social media websites to post openings. Due to high

turnover in St. Louis urban and charter schools for first-year teachers,³⁴ Fisher Academy will be initially focused in hiring only experienced, classroom teachers that are familiar with the challenges and rewards of teaching in an urban setting. As part of the recruitment plan, Fisher Academy will target students of higher education institutions that are offering continued education for teachers that have experience in the field. For example, Maryville University has a Doctor of Education program designed for individuals who have earned their master's degree and are looking to build teacher leadership, coaching, professional development, curriculum design and implementation in the elementary/middle school/high school setting and Webster University's Master Degree in Early Education with Emphasis in Inclusive Education. Fisher Academy will, also, actively recruit proven classroom teachers in other districts and utilize memberships in hiring searches within the experiential community such as the Association for Experiential Education, National Society for Experiential Education, STEM Education Coalition, and St. Louis's STEMpact collaborative network as well as post openings on www.moteachingjobs.com , www.moreap.net, www.monster.com, www.diversejobs.net , and other career websites.

In recruiting, Fisher Academy will incent and inspire. Incentives will include signing bonuses for experienced teachers, performance-based, competitive salaries, and professional development opportunities. Inspiration will come through sharing the story of making a true difference in the lives of the children in North County St. Louis. Fisher Academy wants teachers that share our school's passion and are motivated by it.

Retention—“It's All About Keeping The Right People”

Fisher Academy leadership will work to ensure that best practices are used to create a positive work environment where teacher retention is top priority. As part of a comprehensive retention plan to be implemented by the Head of School, Fisher Academy is committed to retention by:

- Communicating clear school expectations with the commitment to frequent, high-quality feedback.
- Recognizing publicly faculty and staff accomplishments.
- Investing in continued professional development.
- Developing leadership opportunities for top-performing teachers.
- Compensating faculty and staff competitively and relating it to their performance and contributions to the school and their impact on students.
- Developing a teacher “climate study” survey to identify and remove any barriers to effective teaching and continue to improve the school environment.

³⁴ http://www.stltoday.com/news/local/education/challenges-in-st-louis-schools-have-some-teachers-quitting/article_7ad8b53c-bfa5-5abf-839e-4474c461e277.html

Faculty and Staff Performance Review

Fisher Academy will utilize proven evaluation standards used in the Missouri Educator Evaluation System to measure and track performance and growth of its faculty and staff. Teachers will be evaluated annually against clear, rigorous performance expectations designed by the teacher with input from colleagues and the Principal. These expectations will be refined regularly with clear, measurable goals. Regular feedback throughout the year is crucial. Teachers will have regular conversations with the Principal to discuss progress, overall classroom performance, professional developmental goals, and required classroom focus. The evaluation process will have meaningful implications, both positive and negative, and will contribute to the systematic improvement of the faculty and school. The Principal will be held accountable for using evaluation outcomes as a way to identify, develop, and keep talented teachers, which is one of the most, if not most, important priorities of the Principal. Fisher Academy's Board will ensure that the Principal receives the oversight, training, and support that he or she needs to evaluate teachers fairly, consistently, and accurately.

State Requirement Compliance

All employees will understand their responsibility in creating a safe and supportive learning environment and be required to attend orientation training in the following areas: cultural competence, the responsive classroom approach, the NEA's code of ethics as well as understand their mandated reporter responsibilities.

Cultural Competence: “Cultural competence is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator’s classroom.”³⁵

Responsive Classroom Approach: A research-based approach to teaching that focuses on the strong link between academic success and social-emotional learning (SEL). A responsive classroom operates on the premise that a high-quality education for every child is built on the foundation of a safe and joyful learning community.³⁶

NEA Code of Ethics: “The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals. The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity

³⁵ <http://www.nea.org/home/39783.htm>

³⁶ <https://www.responsiveclassroom.org/>

for all. The educator accepts the responsibility to adhere to the highest ethical standards. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.”³⁷

As part of the orientation training, employees will be provided and guided through the Fisher Academy’s Faculty and Staff Handbook. All employees awarded an employment contract will be required to sign the handbook’s statement of understanding and compliance. Teachers and staff members will be certified in first-aid every three years and CPR annually.

In compliance with the State of Missouri requirements, all employees will undergo a complete criminal and family care safety registry background check. Fisher Academy will not employ classroom leaders whose certificate of license to teach has been revoked by the Missouri State Board of Education in accordance with Missouri Revised Statutes 168.071. Fisher Academy will ensure that certified personnel supervise all noncertified personnel. Staff and faculty will follow state and federal laws for supporting students with physical or learning disabilities.

B.5 Student Recruitment and Enrollment

The need for the first high-quality, performing Charter School in St. Louis County became evident when in January 1, 2013, Normandy School District was classified as unaccredited and students were given the choice to attend another accredited school district. In an effort to turn the district around, on January 1, 2014 the Normandy Schools Collaborative was established to break the cycle of persistent low achievement by Normandy School District. Normandy and the surrounding community have expressed an interest and a curiosity for a Charter School and better free public school options for their children, as evidenced by the outcries of parents like Lisa Thompson³⁸ and Judge Michael Burton, who wrote that Normandy “was not just unaccredited, it was abysmally unaccredited.”³⁹

While efforts are being made to improve Normandy’s student achievement, the number of students choosing to transfer from Normandy School District during the 2013-2014 school year was 945 and in 2014-2015 there were 426 students. Unfortunately for Normandy, these students have chosen to attend an accredited school outside of their home school district which negatively impacts their budget and student attendance. If Normandy School District is unable to meet

³⁷ <http://www.nea.org/home/30442.htm>

³⁸ <https://www.the74million.org/article/a-year-after-ferguson-st-louis-parents-fight-to-escape-michael-browns-terrible-high-school>

³⁹ <https://www.the74million.org/article/a-year-after-ferguson-st-louis-parents-fight-to-escape-michael-browns-terrible-high-school>

accreditation criteria, an alternative school setting within the geographical area may be the only way to allow these students from Normandy School District to attend school back in their home district. As long as students have the choice to attend an accredited school district outside of Normandy School District, the community will experience students traveling across the county to attend school. The Fisher Leadership Academy will offer students an opportunity to attend school in their home district and hopefully, eventually return to Normandy Schools.

The Fisher STEM Leadership Academy (Fisher Academy) will be free and open to all students eligible to attend Normandy School District. The Fisher STEM Leadership Academy will not have admission criteria and serve ALL students including those with diagnosed special needs. The following Missouri school attendance guidelines will apply: a child is eligible for admission to kindergarten if the child reaches the age of five (5) before the first day of August of the school year beginning in that calendar year; a child is eligible for admission to first grade if the child reaches the age of six (6) before the first day of August.

Student Recruitment Plan

The student recruitment plan includes several phases. In the earliest stage, Fisher Academy's Board will begin to develop and cultivate relationships in the community well before the actual student recruitment begins. This includes inviting Normandy residents, community churches, local business owners, public school personnel and community leaders to informational meetings. It will be important for the board to take a long-range approach to building credibility and understanding in the community to gain support from community leaders who are in a position to encourage families to consider enrolling in Fisher Academy.

Fisher Academy's Board will conduct focus groups to review the school's mission and vision while posing questions to community members regarding family needs, expectations and responding to participant's questions and concerns. Results from the focus groups will be considered during the planning stages and also as a way of beginning to educate the community about Fisher Academy and serve as a source of contacts for recruiting students in the future.

As relationships with these and other organizations build, the second phase of Fisher Academy recruitment plan is to reach out to the families of potential students through targeted mailings that explain the school's mission and program. The Principal will attend events in Normandy and surrounding municipalities within the Normandy School District catchment area, and neighborhood association events and meetings. This exposure to the community will make students and families aware of Fisher Academy as a unique educational option. Grassroots neighborhood campaigns and door-to-door visits will also be designed to attract families.

Fisher Academy's Board of Directors is comprised of a diverse group of professionals from varied backgrounds including Media and Marketing. Therefore both pro bono and very minimal cost engagement in a public relations campaign consisting of a combination of radio and print media coverage will be done using our contacts in the media to gain access to this kind of publicity. Fisher Academy will also implement a social media plan to use in recruitment. Fisher Academy will have a website and will also include links to twitter, Facebook, and Linked-In. A

fully established social media plan will be useful in recruitment, marketing and building donor relationships.

The third phase of Fisher Academy’s recruitment plan will be a series of open houses for families and students to visit. During the open house, families will meet Fisher Academy’s school leaders and faculty and will learn of the School’s mission and philosophy and be able to ask questions. Exhibit B.5(a) is a sample of our community meeting agenda, which includes our mission and vision statements. Exhibit B.5(b) is a sample open house agenda and FAQs will be provided to families attending the event. During these events, enrollment and interest forms will be provided. School administrators will contact families within 48 hours of attending an event.

Recruitment Timeline:

Focus Groups	March 2017-June 2017
Community Meetings	November 2015-May 2018
Recruitment Fairs	Beginning Fall 2017
Door-to-Door Campaign	Beginning Fall 2017
Advertising and Marketing	June 2016 - ongoing

Enrollment Projections

Fisher Academy will open its first year with Kindergarten, First and Second grades. Targeted enrollment is 66 Kindergarten students, 44 First grade students, and 22 Second grade students. We have projected increased enrollment to account for attrition each year.

The following table depicts our enrollment goals for the first five years of operation:

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	66	66	66	66	66
1	44	60	60	60	60
2	22	40	54	54	54
3	0	20	40	48	48
4	0	0	20	40	44
5	0	0	0	20	40
6	0	0	0	0	20
Total	132	186	240	288	332

While these numbers are the *anticipated* enrollment trends, other factors such as facility availability, regional growth plans, or modifications to the overall school plan over time may alter these numbers. Starting with 132 students will provide a strong momentum and likely appeal to families and benefactors. Please note that these student enrollment targets are similar to other charter schools’ applications and Fisher Academy expects that adjustments may need to be made.

It is anticipated that our projected enrollment will first of all bring life and energy to the program, will allow for diversity, a wealth of opportunities for friendships, and enough students to be able to test the effectiveness of the program. Secondly, the number lends itself to an easy division into two groups as needed, creating a clear construct for hiring teachers. Finally, facilities and financing do have their place in the determination of enrollment size. Fisher Academy's budget is dependent on its enrollment and the programming model becomes difficult to sustain when the budget is based on enrollment. The model of small class sizes, advisory, individual attention, and individually tailored college counseling during high school become more feasible.

Our projected enrollment per grade seems manageable but should numbers decrease due to attrition through middle and high school, Fisher Academy will be prepared to advertise and recruit students to increase enrollment. Student attrition, particularly in socially challenged, transient populations, is common. Fisher Academy's model accounts for an attrition rate of approximately 10% per grade per year. However, that rate will likely fall as the school establishes a proven track record and the students have a clearer sense of what to expect.

Enrollment Process

Enrollment paperwork will be available in multiple languages beginning in January 2018 for children who will enter kindergarten, first or second grade in August 2018. Students are eligible to enroll if they reside inside the boundaries of the Normandy School District. Should there be a strong demand for a particular grade level, a lottery may be held at the end of March.

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

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

Fisher Academy's enrollment will be open to eligible students and will set the maximum number of students to enroll at each particular grade level, hosting up to three enrollment sessions. Students who are eligible to attend through the VICC program may only enroll during the third enrollment session (which will be held only if the School is not fully enrolled after the earlier sessions).

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

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

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

At no point, during the application process will students be discriminated against based on race, ethnicity, national origin, gender, religious affiliation or disability.

Enrollment Timeline

- First Round of Enrollment 40% - January, 2018
- Second Round of Enrollment 60% - March, 2018
- Third Round (Lottery if necessary) June 2018

Attrition and retention factors affecting Charter and public schools are common. Fisher Academy will work very hard to retain its students by giving them the individual support they need to be successful in and out of the classroom. Because of the small size, low student/teacher ratio, daily advisory, and mission of supporting each unique student, the students will not fall between the cracks. At Fisher Academy, the student's achievements will be celebrated publicly and frequently. It is essential that the students feel a sense of pride and of belonging and to anticipate what lies ahead for them at school and beyond.

In an effort to encourage strong retention and to engage families in the school, the Principal will host twice per year meetings attached to family-teacher conferences. During the teacher conference time, students, families and faculty will discuss the student's progress, areas of growth and goals for improvement. During the second part of the meeting, families and personnel will revisit Fisher Academy Parent Commitment agreement and a new form will be signed for the upcoming school year. The faculty and staff will also have an opportunity to discuss school-wide student concerns, challenges and share outstanding achievements.

B.6 Parent, Community and Educator Involvement

Parent Involvement

As part of our value of Social Responsibility, Fisher Academy will develop a positive school environment where all students, school staff, parents, and the community will commit to helping students become responsible, caring and contributing citizens through comprehensive Character Education. As one of our goals is Parent Engagement, Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys. Further, as discussed in Section A, to strengthen parent/teacher/school relationships, Fisher Academy will work diligently to involve parents in their child's entire learning experience. We will accomplish this by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. Teachers will initiate and maintain open communication with parents and will provide frequent updates on their students' academic progress.

Community Involvement

The founding team of Fisher Academy is committed to collaborating in a meaningful and impactful way with Normandy Schools Collaborative and community partners. The emphasis will always be to create a sense of community within the school and to form strong partnerships with families and community members. Our students and our faculty will benefit from relationships with individuals, organizations, and businesses throughout the Normandy School District area, and those partners will benefit from their involvement with Fisher Academy. Fisher Academy anticipates that many members of the community will visit the school, as it will be a unique environment and an academic model of excellence. Fisher Academy will develop a system for handling these visitors in a way that is welcoming but that does not disrupt classroom or program time. A team of student ambassadors will be selected and trained to welcome visitors and all of the school's students, faculty and staff will understand that treating visitors with respect is a central tenet of the code of conduct.

Fisher Academy will have an organized approach to engaging volunteers. Volunteers will be required to have background checks and if passed, will have opportunities to assist in academic and extracurricular activities. (Examples of volunteer opportunities include: reading partners, athletic coaches for higher grade levels, and instructors for Science, Technology, Engineering, and Math classes.) These volunteers will go through an orientation and training program; this will serve to educate volunteers about the level of commitment that is expected of them and to

build in a level of quality and consistency across the programs. The Assistant Principal will be responsible for coordinating and training volunteers. Volunteers who are not able to meet their commitment in terms of time or professionalism will be redirected to other avenues through which they can support Fisher Academy.

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

Fisher Academy will actively seek to partner with STEM programs, businesses and corporations in the St. Louis area that promote of mission of STEM-focused experiential learning. One partnership that has already been established is with STEMpact. STEMpact is commitment to improving the breadth and caliber of St. Louis science, technology, engineering and math education a collaborative network of St. Louis regional businesses, educators, universities, school districts, parents, community organizations and government officials who are committed to improving the breadth and caliber of St. Louis science, technology, engineering and math education. Other potential partners include, but are not limited to: Academy of Science - St. Louis, Challenger Learning Center, Danforth Plant Science Center, Girls Inc., Girls Scouts, and Missouri Botanical Garden.

Fisher Academy will facilitate internship opportunities for its older students with local businesses and organizations that offer exposure, training, and learning in STEM fields. Potential internship hosts will be developed 2 years before Fisher Academy starts the secondary school. Some of the relationships with these organizations and businesses are already being developed and will continue to strengthen as the school and its students mature.

Each year, Fisher Academy students will participate in career awareness activities and/or a local service learning project designed to enhance their skills and knowledge-base in STEM education. A key element in the school's culture is instilling in the students the responsibility to engage in their community. These experiential learning experiences will expose students to the variety of needs that are real and urgent in St. Louis County. Students will also participate in a number of field trips each year tailored to the curriculum. These will range from trips to local musical and dramatic performances, to art museums, to outdoor areas such as Missouri History Museum, Magic House, City Museum and St. Louis Science Center.

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

Involving the St. Louis community in the life of the school will enrich our students' experiences as well as the experiences of our community partners. In the many conversations we have had already with members of the St. Louis community, we have found that people are very interested

in the plans for the school and that its mission resonates with a wide array of local community members. Cultivating relationships with community members will be essential to Fisher Academy's ongoing success and integrating the school into the fabric of the community will increase its impact beyond the students and the families that it serves directly into the broader St. Louis metropolitan area.

Educator Involvement

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

Staffing

Fisher Academy's Board of Directors will hire the Principal. The Principal, with assistance from the Board, will be responsible for the recruiting, hiring, developing, managing, promoting, and retaining high quality, high impact leaders, teachers, and support staff members.

Peer Evaluations

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

Curriculum Development

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

Professional Development

Fisher Academy will have access to regional and national professional development programs. Providing educators with access to a large network of teachers places Fisher Academy at the center of the discourse surrounding education and STEM programming.

Teachers and staff will be instrumental in developing the school climate after administering and scoring a school climate survey that will be administered to staff and parents. The school climate consists of the school environment, openness to problem solving, communication, satisfaction,

student progress. Teachers will also be involved in determining the family involvement policy and community policies.

C. Business Plan

C.1 Budget

Fisher Academy's estimated budget, including opening year's cash flow, expenditures and revenues, for the first five years of operation, using the Charter School Budget Template is attached as Appendix 2. This budget supports our goals and commitment to providing quality access for our target population.

Pre-Opening Plan

Fisher Academy is dedicated to building a sustainable financial plan that will ensure a stable environment for our students. To accomplish this goal, we are designing a strategic financial plan that will give us a solid foundation prior to opening day. To maintain our goal of financial stability, we will also employ a sound financial management team to ensure quality financial management is and remains a priority.

Our initial financial assumptions are very conservative and based on research and consultation with the Missouri Charter Public School Association, charter school business management professionals, and other new charter and private schools in the area. The founding Board has also received guidance with budget projections from EdOps, a business management organization serving charter schools in Missouri and Washington D.C.

Fisher Academy Board of Directors has collective knowledge and experience in managing and overseeing the fiscal health of successful businesses, non-profits, and schools. The Board of Directors is currently seeking additional professionals who will add to the current Board expertise.

Budget Assumptions

Revenue

The assumed revenue is based on per pupil funding during Year One of: 8150 per WADA for state funding, federal title 1 funding at 725 per free and reduced lunch student, federal title 2 funding at 100 per student, federal special education part b funding of 125 per student, and food service revenue of 783 per ADA. This amount is based on the state basic foundation funding formula, as well as federal funding. This amount is based on the state basic foundation funding formula, federal funding, and local Proposition C funding.

- We have planned assuming an annual increase in the basic funding formula of: 0
- WADA is assumed based on Fisher Academy's school calendar and anticipated student attendance.
- We have/have not assumed any summer school days in our Year One calculations.

- We have assumed 725 per student in Title 1 funding.
- We have assumed 186,801; 5% higher than revenues in food service costs.

Expenditures

The assumed expenditures during Year One are based on Fisher Academy’s mission, model, and goals. Information used in estimating our expenditures was drawn from other charter and small private schools in the local area as well via expertise from professionals with first-hand knowledge of charter school expenditures, especially in the early years.

- **Salaries/Benefits:** Salary and benefit assumptions were based on current public school salaries and benefits. Salary and benefit assumptions include a 3 percent increase based on current market increases. The benefit rate for employees is assumed to be 24.09% for payroll taxes, retirement, and unemployment insurance, as well as 350/month/employee for health insurance premiums.
- **Student Expenses:** Student expense assumptions are based on textbooks, educational materials, supplies, technology, and assessment tools.
- **Sponsorship Fees:** Sponsorship fees assumptions are based on the 1.5% of total funding received from student enrollment.
- **Facilities:** Facility assumptions are based on the purchase of a building, which would involve a purchase loan for 15 years with a 5% annual interest rate. Maintenance and insurance costs are also factored in the facility assumptions. Facility assumptions are intentionally set to ensure they do not consume above ____% of the school’s operating budget.

C.2 Financial Management

Purchasing of products and payment for all services on behalf of Fisher Academy shall be done by the Director of Operations in conjunction with the Principal and EdOps. At no time will any staff member, board member, or volunteer incur any debts in Fisher Academy’s name unless expressly approved by the Director of Operations and Principal. All purchases shall be completed using preprinted Fisher Academy Purchase Orders.

All recurring bills, items to be ordered, and items to be purchased and billed to Fisher Academy will require a preprinted Fisher Academy Purchase Order. Additionally, a preprinted Fisher Academy Purchase Order shall be required for all purchases using a Fisher Academy credit card.

Further instructions and details regarding all financial policies and internal control procedures will be developed and included in the employee handbook. All accounting practices shall be conducted using Generally Accepted Accounting Principles. The Board of Directors, including the Finance Committee will use the same principles as well as the Missouri Financial Accounting Manual when reviewing the monthly financial statements. All members of the Board of Directors

and administrative staff shall be covered under Directors and Officers Insurance. Further, our Liability Insurance will cover school staff, the Board of Directors, and Fisher Academy.

Fisher Academy will undergo a full audit at the conclusion of Year One/beginning of Year Two. Every audit will be conducted by a reputable, independent Certified Accounting Firm. To maintain the integrity of our financial management system and to ensure a pristine yearly audit, the aforementioned accounting practices and procedures will be directly adhered to by all Staff, Board Directors and volunteers..

The Principal and the Director of Operations shall share the responsibility of student enrollment eligibility, student enrollment in Special Education, eligibility of students for services provided as an English Language Learner, eligibility of students for free and reduced meals, and tracking of student attendance. The Administrative Assistant shall be responsible for collecting, entering, and distributing all required documents. The Director of Operations shall be responsible for ensuring the safekeeping of all student and financial records as well as accounting, back office support systems, and payroll are accurately maintained; He or she will also be responsible for regular and annual reports to the Missouri Department of Elementary and Secondary Education (DESE), the Board of Directors, and any other agency as required by law. Additionally, the Director of Operations shall be responsible for providing financial reports to be reviewed regularly by the Principal and at least quarterly by the Board of Directors.

C.3 Facility

In securing a facility, Fisher Academy will be centrally located within the 24:1 Community to attract students from all municipalities and ensure that the school is easily accessible using public transportation, because Fisher Academy will not provide transportation. A centrally located school with public transportation accessibility will attract a greater diversity of students.

Fisher Academy's founding board has established a framework to determine our facility needs that is based on an estimate of at least 100 square feet of space per student. As Fisher Academy will gradually increase enrollment each year, it would not require the full use of the entire school building, allowing flexibility in remodeling, expanding, and functional improvements during years 1 through 4. In its early years, Fisher Academy will enroll elementary school students (grades K-2 in year one and K-3 in year two). With this in mind, the physical space requirements of elementary school students can be met more easily than the requirements for middle and high school students. Therefore, if need be, Fisher Academy could use a temporary space while a permanent home is identified and developed to meet the needs of our student body.

Fisher Academy anticipates an initial enrollment of 132 students opening year. This equates to three classes of Kindergarten, two classes of Grade 1, and one class of Grade 2. Year two will add 54 more students, bringing the total enrollment in year two to 186 students. During year one we will require 6 rooms for classroom instruction. We will also require class rooms for a computer lab, a science lab, and special education classroom as student needs are identified. In addition to the classrooms, space will be needed to accommodate office space for the Principal,

Assistant Principal, Director of Operations, Social Worker, and the Administrative Assistant, a cafeteria, and a gym. Ample space for a playground that accommodates our student population is also a priority.

As previously stated, Fisher Academy is targeting students with the Normandy Schools Collaborative located within the 24:1 Community which includes the following municipalities: Bellerive, Bel-Nor, Bel-Ridge, Beverly Hills, Charlack, Cool Valley, Glen Echo Park, Greendale, Hanley Hills, Hillsdale, Normandy, Northwoods, Norwood Court, Pagedale, Pasadena Hills, Pasadena Park, Pine Lawn, St. John, Uplands Park, Velda City, Velda Village, Vinita Park, and Wellston. Within this region, we have identified three locations as potential sites for Fisher Academy. One site is a former church, one site is a former elementary school (currently owned by Beyond Housing) in Wellston, one site is a former school in the Normandy Schools Collaborative (currently owned by Normandy Schools Collaborative) that is now being used as a storage facility, and one site is a plot of land that would require a complete build. The four sites are:

- Living Word Apostolic Church/DAG Properties
501 North Hills
St. Louis, MO 63121

- Central Elementary School
6238 Ella Ave
St. Louis, MO 63133

- Bel-Ridge Elementary School
8930 Boston Ave.
Saint Louis, MO 63121

- 30 Acre Lot
Ogden and Dr. Martin Luther King, Dr.
St. Louis, MO 63133

We have had conversations with the owner of all three facilities, but have not yet begun conversations with the owners of the vacant lot. Precise lease and/or purchase terms have not been discussed. Initial conversations began with a tour of Central Elementary to ensure that it could accommodate our needs. Since then, Beyond Housing has presented the Board with the opportunity to either lease the building or possibly purchase the building. We are currently conducting background research on Central Elementary School to determine a range of cost to development the facility into one that would accommodate our school model and student body. Once background research is completed, we will revisit the school with an appraiser to gain some knowledge of costs to renovate the school for use.

We have had conversations with Dennis Gibbs, the owner of DAG Properties. Initial Conversations with DAG Properties led to a tour of the church. DAG Properties has presented us with the option to purchase the building outright or a joint purchase with another potential buyer. Although this site is quite conservative in size, it would accommodate our initial needs and provide some room for expansion. However, the site lacks ample space for a full playground.

We have had conversations with Dr. Charles Pearson, the interim Superintendent for the Normandy Schools Collaborative, with regard to a possible partnership between Fisher Academy and Normandy Schools Collaborative allowing us to use Bel-Ridge Elementary School free of charge. We are actively researching the proper channels that we would need to take to form this partnership and recruiting professionals who have been instrumental in

As a site build is our last resort, we have not had discussions with the property owners of the Ogden lot, however, it still remains an option for us. We are committed to ensuring that we are able to adequately meet the needs of our students while being able to provide a quality STEM and experiential learning environment.

Fisher Academy expects to have a site secured by August 2016, with plans for renovation, and funding for renovations finalized by December 2016. The anticipated renovation start-date is January 2017 to have renovations completed by January 2018 for opening in August 2018.

Fisher Academy will ensure that our facility space does not exceed more than 20% of our annual per pupil funding. Facility expenses will cover lease/mortgage, utilities, major maintenance costs, any build-out costs, including loan payments for the build-outs, and all necessary building upgrades needed to provide a high-quality STEM school that is safe and ADA compliant.

C.4 Transportation

Transportation will not be provided to students at The Fisher Academy except those who require transportation according to their IEP. The school will be located in a space where parents can safely walk or drive their student(s) to school. All potential sites are located near bus stops, which allows parents access to public transportation to bring student(s) to school.

If a student requires transportation as a related service in accordance to his or her IEP, Fisher Academy will adhere to the state's requirement to provide the service. If transportation is required, this service will be provided through a contract with a transportation service.

C.5 Insurance

Fisher Academy will obtain and maintain the required insurance coverage in the following categories:

- Director's and Officer's Liability
- Commercial General Comprehensive Liability (including corporal punishment and athletic participation)
- Property insurance (building and contents)

- Educators' Legal Liability
- Employment Practice Liability
- Sexual Abuse Liability
- Automobile Liability (if necessary)
- Excess Liability or Umbrella
- Workers Compensation Liability
- Surety Bond for the school's chief financial officer and principal

C.6 Terms of Sponsorship and Provisions for School Closure

The terms of the contractual relationship between Fisher Academy and our Sponsor will be set out in Exhibit B.1(f). The contract includes:

- The five-year term of the charter, including requirements for renewal
- A clear definition of circumstances that will be grounds for the Sponsor to intervene in oversight and administration of Fisher Academy, take remedial actions, revoke, or refuse to renew the charter along with how notice of such actions will be presented to Fisher Academy
- Guidelines for how student records will be transferred to DESE for appropriate disposition, should school closure occur
- Guidelines for how unobligated assets of Fisher Academy will be returned to DESE for disposition in accordance to Missouri law, should school closure occur

In addition to ensuring that all provisions for school closure as outlined above are adhered to, Fisher Academy will also:

- Notify, in writing, within 30 days of the decision to close, parents and/or guardians of all students currently enrolled at Fisher Academy, as well as those with plans to enroll in the following academic year that Fisher Academy is impending closure
- Resolve and reconcile all remaining financial obligations prior to returning unobligated assets to DESE
- Ensure that all business operation and personnel records are archived in keeping with previously outlined financial management practices and make those records available to DESE
- Notify, in writing, within 30 days of the decision to close, the St. Louis Public School District, the Missouri Board of Education, and the retirement system that Fisher Academy's employees participate in
- Immediately prior to closing, submit a final audited financial report that covers that part of the fiscal year, whether in full or not, to the Board of Directors, Sponsor, and DESE

Table of Exhibits

Appendix 1 Request for Information from Prospective Board Members

B.2(a) Board Member Resumes

Appendix 2 FAQs About Charter Schools

A.2(a) Sample Lesson Plans for Kindergarten Math and Grade 3 Engineering

A.3(a) Assessments

A.4(a) School Calendar

A.4(b) Daily Schedule

B.1(a) Articles of Incorporation

B.1(b) Certificate of Incorporation

B.1(c) Bylaws

B.1(d) Conflict of Interest Policy

B.1(e) Tax Exempt Designation Letter

B.3(a) Organizational Chart

B.3(b) Job Descriptions

B.5(a) Sample Community Meeting Agenda

APPENDIX 1 Request for Information form Prospective Charter School Board Member

Request for Information from Prospective Charter School Board Member

I. Background

1. *Describe your educational and employment history.*
2. *Affirm that you will be 18 by January 1, 2018.*
3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*
4. *Explain why you would like to serve on the board.*
5. *Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.*
6. *What is your understanding of the appropriate role of a public charter school board member?*
7. *What relevant knowledge and experience will you bring to the board?*
8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

II. Educational Philosophy

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

III. Conflict of Interest Disclosure

12. *Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.*

13. *Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.*
14. *Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.*
15. *If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.*
16. *If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?*
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, please describe the potential relationship.*
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*
19. *How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).*

APPENDIX 1

Request for Information from Prospective Charter School Board Member

Shawntelle Fisher

IV. Background

1. Describe your educational and employment history.

I have Bachelor degrees in Education and Media Studies. I am currently a dual Master candidate in Social Work (Brown School at Washington University) and Divinity (Eden Theological Seminary).

I am currently the Founder/CEO of The SoulFisher Ministries, a non-profit 501(c)(3) organization whose mission is: to respond to the needs of youth with incarcerated parents and to promote restorative justice for those currently and formerly incarcerated. I have a strong background in research, educational program development and implementation, fundraising, and financial and program management.

2. Affirm that you will be 18 by January 1, 2018.

I will be 18 years of age by January 1, 2018.

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

I am the Founder and President of Fisher STEM and Leadership Academy.

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

I would like to serve on the board as I am the founder of both The SoulFisher Ministries and Fisher Academy. Therefore, I have both a passion for the work of education and a commitment to providing excellence in education and ensuring that every child has access to a quality education.

5. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on the Board of The SoulFisher Ministries since its beginning in 2012. Therefore, I have experience in Board formation, Board accountability, and

Board leadership. Excellence in the three aforementioned areas are pivotal to the success of any Board.

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

My understanding of the appropriate role of a public charter school board member is to govern the school in a manner that ensures that the school is meeting the goals set out in the Charter, fulfilling its mission and vision, and following all legal and ethical guidelines for employees, students, families, and other board members and potential board members, maintains fiscal integrity and abides by state regulations governing charter schools.

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

I will bring a wealth of knowledge and experience in outlining and implementing educational programs. I have years of experience in monitoring program success and challenges and well as finances. I also have years of experience in non-profit management.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

By the end of Year One, I anticipate that the Principal, other employees, students, and parents will have made a smooth transition into the learning model of Fisher Academy. Consistent monitoring of strengths and challenges will give us a clear path to follow during the following years. We will have met our identified goals for the year and will be well-positioned to be successful in ensuing years. Students and parents will be comfortable with our model and style and will have confidence in our ability to provide a quality education that prepares their children for college and career.

By the end of Year Four, we will have proven our ability to provide a quality education for our students and be recognized as a leader in quality public education. Because of our consistent quality, we will have full-enrollment with a waiting list. We will be a vital part of the community that strives to work in conjunction with the Normandy Schools Collaborative to ensure that all students in the district have access to a quality education.

9. *Educational Philosophy*

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

The Fisher Academy's mission is to prepare students for college and a global workforce through a collaborative, academically rigorous, socially empowering community model.

The Fisher Academy's philosophy of education believes that academic success is possible for all students. Because we believe that every student can be a successful learner, we set high academic and behavior expectations and provide the right care, guidance, structure, and support to help them meet those expectations. We chose to work with at-risk students with a clear understanding of the challenges that both students and faculty will face. We further recognize that some of our students will enter unprepared for the demands of an educational institution with high standards of academic and behavior. However, Fisher Academy will utilize a continuum of diagnosis and assessment that assist in developing individualized and differentiated instruction designed to meet the academic needs of our target population of students.

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

I am very familiar with the school's proposed educational program. The Fisher Academy's proposed educational program is one that combines academics, STEM, and experiential learning to equip our students to be not only educated, but trained in STEM fields. This will allow our students to be competitive candidates when applying for college entrance and when transitioning into the workforce.

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

The characteristics of a successful school include: a sound curriculum that ensures that students are learning at or above Grade Level Expectations, a Principal that can lead both students and staff to success, staff that supports the Principal, students and families, and mission of Fisher Academy, financial integrity and health that ensures that the longevity of the school is likely.

Steps that the Board will need to take during the first year or two to ensure that Fisher Academy is successful would include: selecting a Principal that has a solid background in educational success and leadership, establishing and maintaining financial integrity and stability, exemplary Professional Development that works to maintain the level of academic success that is outlined in the Charter.

13. Conflict of Interest Disclosure

14. Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

No.

15. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

16. Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.

No.

17. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

18. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?

No.

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

No.

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

No.

21. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

I would immediately disclose the information to the Board and insist that the necessary steps for an investigation and, if found to be true, removal/expungement of the individual from the Board.

APPENDIX 1

Request for Information from Prospective Charter School Board Member

Marilyn Smith

I. Background

1. *Describe your educational and employment history.*

Undergraduate studies were conducted at UMSL resulting in a B.S. in Special Education in 1974. Graduate studies were conducted at UMSL resulting in a M.Ed. (with honors) in 1994 and Ph.D. Education in 2014.

After graduating with B.S. in 1974, I was employed for 6 years as a teacher for State Schools for Severely Handicapped. I continued working until 1981 when I resigned for maternity leave. At the time of my departure from the State Schools I had been appointed “teacher in charge” of State School #7. I returned to work in 1986 and was hired as a teacher for Special School district. In 1996 I became a Transition Facilitator for SSD. This was a teacher-level position without a student caseload dedicated to providing transition services to students and families and training teachers in the area of transition. In 2003 I became an Effective Practice Specialist in Transition (EPS) which is an administrative position, providing guidance and developing transition services for the district. In this capacity I served on the state-wide Vocational Rehabilitation Ad Hoc Team for Transition, became a Transition Liaison for DESE and served on the Missouri Interagency Transition Team (MITT). I was also employed by Webster University as an Adjunct Assistant Professor at UMSL and provide transition services to schools and agencies as a private Transition consultant.

2. *Affirm that you will be 18 by January 1, 2018.*

I certify that I am over the age of 18.

3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?* I became aware of the proposed charter school when Shawntelle Fisher approached me during the summer of 2015 and asked if I would be interested in serving on the board. I attended the first meeting of the board and have been a member ever since.

4. *Explain why you would like to serve on the board.* I am currently on the board because I believe in Shawntelle’s vision for the Fisher Academy. I also believe that a charter school located in Normandy may provide the answer for the community to keep students in their home district. I have been involved in education for my entire career and feel that I can provide support and guidance in meeting IEP compliance with DESE.

5. *Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)?*

If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. NO. As a recent retiree of the public school system I still have a passion for education and want to continue to make a contribution to the field.

6. ***What is your understanding of the appropriate role of a public charter school board member?*** My understanding of the appropriate role of a public charter school board member is to support and guide the development and overall oversight of the school. I also feel it is my job as Vice Chair to attend all board meetings, serve on the executive committee, carry out special assignments and requests from the chair, understand the responsibilities of the board chair and perform those duties in her absence, participate as a vital part of the board leadership.
7. ***What relevant knowledge and experience will you bring to the board?*** I will bring relevant knowledge of Special Education to the board. With my school administrator background I can provide guidance and insight on strategies for meeting school goals compliance, professional development and school improvement plans.
8. ***Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*** My vision of the school after the first year places all students in a nurturing, positive environment where learning is evidenced on every level. Students and families will be enthusiastic about the progress made and anxious for the next year to begin. After four years, I envision a school with grades K-5 and about 40 students per grade level. The school will have a reputation for providing an excellent academic program and has become one of the top performing schools in St. Louis County. The will have achieved its goals and met the goals for AYP.

II. Educational Philosophy

9. ***What is your understanding of the school's mission and/or philosophy?*** The school's mission is to provide an academically rigorous STEM-focused program to students, preparing them for college and/or employment. The vision of the Fisher Academy is to offer rigorous academic programming to students in grades K-12. The students will be self-regulated learners, possess leadership skills, and become good citizens. The philosophy of education for the Fisher Academy is the belief that all students can learn and will become successful in school and adult life as a result of attending this school.
10. ***Are you familiar with the school's proposed educational program? How would you describe it?*** Yes. I would describe the school's proposed educational program as STEM focused and rigorous using experiential learning strategies. The program will be designed to reach all learners at the level they function to the

highest level achievable for that grade level. The expectation is that all students can and will learn.

11. ***What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure this school is successful?*** The characteristics of a successful school include student engagement, academic progress, respectful and self-determined students. Schools that are successful create a learning environment that enhances academic success, provides opportunities for staff to continually learn and improve, meeting or succeeding goals. The board will ensure success by making sure the principal is collecting and analyzing data and reporting on a regular basis to the board. It will be important to determine progress on meeting goals early and frequently.

III. Conflict of Interest Disclosure

12. ***Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.***
No
13. ***Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.***
No
14. ***Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.*** No
15. ***If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.*** No.
16. ***If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?*** No.
17. ***Do you anticipate conducting any business with the educational service provider, the school, or both? If so, please describe the potential relationship.***
No.
18. ***Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*** NO.

19. *How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).* I would confront the board member/s letting them know what I believe to be true and that I would be bringing it to the attention of the president of the board. I would expect that there would be a decision to ask the board member/s to step down.

Appendix 1

Request for Information from Prospective Charter School Board Member

Amy Garrison

I. Background

1. Describe your educational and employment history.

Please see attached resume for my educational and employment history.

2. Affirm that you will be 18 by January 1, 2018.

I will be 18 by January 1, 2018; my birth date is June 24, 1967.

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

Board president Shawntelle Fisher recruited me to join the Fisher Academy board in 2015. I met Shawntelle through another non-profit organization Soulfisher Ministries that I support.

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

I would like to serve on the board of Fisher Academy because I am passionate about ensuring our underserved children in the St. Louis community have the option to obtain an education that will prepare them for higher education and future successful careers.

5. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a board of a school district or a non-profit corporation with a direct focus on education. However, I do serve on the Southeast Missouri State University Corporate Advisory Board. I've also served on several non-profit boards (listed below), which I believe my leadership experience will be of value to the Fisher Academy board.

-Spirit of St. Louis Women's Fund: *Member, 2008-present, Board of Directors, Technology Chair, 2015-present, Communications Committee Member, 2013-present*

-Southeast Missouri State University Corporate Advisory Board: *Member, 2006-present*

-Safe Connections: *Board of Directors, 2010-2014, Board Secretary, 2010 – 2011*

-Commercial Real Estate Women of St. Louis (CREW-St. Louis): *Chapter President, 2008-2009, Member 2000-2015*

-Missouri Growth Association: *Board of Directors, 2009-2010*

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

I understand the role of a public charter school board member is to oversee the leadership of the school and oversight of budget and strategic planning and compliance with laws.

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

I believe my strong background in marketing and communications combined with non-profit board experience will be relevant to my role as a board member of the Fisher Academy.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

Fisher Academy's mission is to educate students through a collaborative, academically rigorous, socially empowering community model Fisher STEM and Leadership Academy that prepares students for college and a global work force. After the first year, the major groundwork will be in place to ensure the future success of our students. Our students will be thriving in all aspects of learning and feeling at home in their new school and families will be fully engaged and committed to their success. In four years, we will have grades K-5 in place with additional experience and continued commitment to academic excellence. Our students will thrive under the Fisher's educational model of STEM and experiential learning and nurturing culture.

II. Educational Philosophy

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

I understand the mission of the Fisher Academy is to educate through a collaborative, academically rigorous, socially empowering community

model Fisher STEM and Leadership Academy that prepares students for college and a global work force.

I understand the vision of the Fisher Academy is to provide a high performing educational environment for students, in grades K-12, where quality instruction and leading-edge technology form a solid foundation for future schooling. Students' individual strengths and challenges will guide the programming and professional support, from faculty and staff, needed to promote academic achievement, self-regulated behavior, leadership skills, and productive citizenship. The families, faculty, staff, and community will collaboratively prepare socially responsible, self-determined and confident learners, prepared to complete all requirements for each grade level.

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

Yes. The Fisher Academy will serve as a model for integrating a rigorous curriculum and experiential learning with a focus on STEM (Science, Technology, Engineering, and Mathematics).

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

I think it is vitally important for students to be a part of a nurturing and intellectually stimulating learning environment, which I believe Fisher Academy provides through STEM and experiential learning. It is the responsibility of the board to be involved in every aspect of the school and be available to provide hands-on support to the staff and teachers in the first year or two to ensure Fisher Academy is successful.

III. Conflict of Interest Disclosure

12. *Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.*

I have come to know all of the prospective board members throughout the planning process. I have known Shawntelle Fisher since 2014 through our involvement in other non-profit organizations such as The Soulfisher Ministries and Spirit of St. Louis Women's Fund. I also knew prospective board member Stacie Reardon from prior career at Dentons.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.

No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?

No

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

No

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

No

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

The Fisher Academy board has a conflict of interest policy which I would anticipate the board would follow the steps to investigate the situation and vote to remove the board.

Appendix 1

Request for Information from Prospective Charter School Board Member

Ed Maggart

I. Background

1. Describe your educational and employment history.

I have a bachelor's degree in Chemistry from Sewanee, a teaching certificate in science from UNC Asheville, and an MA in experiential and adventure education from Prescott College.

I served as a science teacher, outdoor program director, and professional development coordinator at The Asheville School, a boarding and day high school in Asheville NC for over 20 years. I have been Head of School at The College School in Webster Groves since 2013.

2. Affirm that you will be 18 by January 1, 2018.

Yes

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

Shawntelle Fisher came to visit my school and discuss the charter school. She later asked me to join the board.

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

I believe in the mission of the school, to bring excellent education through an experiential learning lense to the Normandy community.

5. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have served on the International Board for the Association for Experiential Education, I currently serve as President for the Experiential Education Exchange, a NP collaborative in St. Louis, and I am on the Board for the Independent Schools of St. Louis.

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

The Board has a governance role to make sure the school is fulfilling its mission, following legal and ethical guidelines for employees, students, and families, acting in a fiscally responsible way, and abiding by state regulations governing charter schools.

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

My experience as a teacher and administrator in schools for over 30 years, and my experience as a board member including roles as treasurer and president on different boards.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

At the end of its first year I would expect that the roles of administrators are well-defined and the team is working together smoothly to meet the needs of faculty and staff. This will involve a continuous attempt to monitor and grow through the first year. I think setting up some specific metrics around what would constitute success after the first year would be extremely helpful. As for faculty I would hope that they have met the needs of students while following standards based curricula in the experiential mode that is part of the mission of Fisher Academy. I think metrics around measuring student growth – socially, attitude towards school, academically – will help teachers know how the first year went and what adjustments are needed moving into the second year. As for students and families, I would hope they feel they have been well served and are enthusiastic about both returning and being an advocate for other families. I would also hope the school had secured a full class for the K for the following year as well as the grade to be added.

By four years in, the school should have a full roster of students, and faculty and staff who have fully bought into the mission of the school. In fact, I would hope there would be a waiting list for students/families and large numbers of applicants for any staff or faculty opening. This period of time should also allow the school to establish its brand in the neighborhood and be seen as an integral and critical part of the community to the point that their would be an outcry if the school were to change dramatically or have to close. By this time it should also be clear what the LRP for the next few years should be in terms of finance, curricular growth, facilities, and community involvement.

II. Educational Philosophy

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

Fisher Academy will be focused on empowering disenfranchised students to see they can be successful in a global workforce. Holding them to rigorous academic standards, while providing academic support, social skills, and family support will be crucial in this endeavor.

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

As a STEM school an emphasis will be placed on 21st century skills around technology, scientific research, and design thinking that will equip students to be effective in preparing for jobs that don’t even exist yet. Crucial to STEM is the “M” math component and developing math skills will be crucial along with effective communication skills enhanced by skills with technology but based in sound writing.

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

A successful school is financially sound (budget is well-thought out and followed carefully); provides a safe space for all students and employees (physical, emotional, and cultural); follows the mission of the school in making curricular and strategic decisions; provides students with meaningful learning experiences that provide SE growth as well as developing cognitive abilities which allow them to do well on EOC/annual testing, feel a sense of belonging and growth, and be prepared for the next year/phase of their education; and becomes an integral and respected part of the community.

The Board of Education can provide resources for the above goals to happen as well as monitor success in each area providing feedback, support, and accountability.

III. Conflict of Interest Disclosure

12. *Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.*

No

13. *Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.*

No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.

No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?

No

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

No

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

No

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

I would contact the Board Chair immediately and expect an investigation to ensue.

Appendix 1

Request for Information from Prospective Charter School Board Member

Stacie Reardon

I. Background

1. Describe your educational and employment history.

Education:

- Washington University School of Law, Class of 2005, J.D., 2nd in Class
- Boston College, Class of 2001, BA, Political Science, *Summa Cum Laude*

Employment:

- Dentons US LLP, September 2005 to Present, Attorney in real estate practice group
- Holy Spirit Catholic Church, September 2002 to Present, Accompanist and Choir Director
- St. Elizabeth Ann Seton Catholic Church, September 2015 to Present, Accompanist and Choir Director

2. Affirm that you will be 18 by January 1, 2018.

I affirm that I will be 18 by January 1, 2018.

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

Amy Garrison, current member of the board, is a former colleague at Dentons, and she introduced me to Shawntelle Fisher and the proposed charter school.

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

I firmly believe that each child should have access to a high quality education in his/her own neighborhood. I am excited at the opportunity to be part of a community that works together to provide a new educational option to underserved areas of St. Louis County.

5. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not previously served on the board of a school district or non-profit. This is a unique opportunity to serve the community and add value through my legal background.

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

A board member's role is to assist with developing the mission and policies of the Charter School and ensuring that the same is effectively implemented at the school level. Board members select school leadership to implement the mission and policies, and review the school's financial statements with a critical eye. Members also leverage their contacts in the community to assist with the school in its formation and successful operation.

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

I bring to the board my legal background and specific experience in real estate law. I also have experience representing public charter schools with respect to contract negotiations for day to day operations.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

My vision for the school at the end of its first year is to be on strong footing with a capable and experienced leadership team and strong financials. I believe the school will have strong enrollment in kindergarten through second grade, with low student turnover and high success as evidenced by strong academic advancements and parental involvement in the school

After four years, my hope is that the school will have strong enrollment in kindergarten through fifth grade, with strong test scores showing advancement from year to year. By the end of four years, I believe the school will have a team of enthusiastic and dedicated educators and administrators working closely with parents to ensure the success of each child.

II. Educational Philosophy

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

The mission of the school is to provide a high performing educational environment for children in grades kindergarten through 12th. The school will couple current technology with high quality instruction tailored to students' individual strengths and challenges. The philosophy of the school is built on the

idea that every child can be an influential leader and that a challenging STEM focused environment is crucial to the success of each child.

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

The program will be STEM focused, emphasizing a strong foundation in math and reading literacy in the early grades.

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

A successful school requires organized and effective leadership and strong financial planning and oversight. The Board will need to ensure that the right school administrators are in place to provide strong leadership and that the finances of the school are carefully monitored.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

Amy Garrison is a former colleague at Dentons.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.

No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?

No.

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

No. Although I and the firm that I work for (Dentons) may provide certain legal services on a pro bono basis in connection with the start-up of the school.

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

No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

I would first discuss the matter with the member(s) at issue in an attempt to determine whether a true conflict of interest exists. If a conflict does appear to exist or the member(s) declines to answer my questions, I will take the matter to the Board chairman for further action before the entire board.

APPENDIX 1

Request for Information from Prospective Charter School Board Member

Caron V. Strother

I. Background

1. Describe your educational and employment history.

See attached resume.

2. Affirm that you will be 18 by January 1, 2018.

Yes.

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

Shawntelle Fisher, the founder and President of Fisher Academy, is a student at Eden Seminary. At Eden, I have a tremendous amount of interaction with students related to financial aid, scholarships, work study, student accounts, etc. Shawntelle spoke with me about her proposed charter school and how she was deeply motivated to start a school in the Normandy school district that would provide STEM based educational opportunities leading to college prep in an area where accreditation was at risk. We had several conversations over the last several months.

I was glad to hear of her plan and the steps she's taken in making this offering a reality. I understand the challenges in this community and know that it will be a bold endeavor. I share the same belief as Shawntelle, that these children will need a non-traditional educational setting, rigorous, and consistent in practice to achieve this reality.

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

I consider myself to be an education advocate, coming from a family of educators in different roles over the course of several decades. Both of my parents were formally educated, a lawyer and teacher respectively, with many ties to the Kansas City Public Schools, involved in civic organizations, the church and the community at large. I continued many of the traditions in my own life, actively participating in strengthening the community.

For many, many years I participated as a volunteer and substitute teacher in the St. Louis Public School system. Both of my daughters were products of the St. Louis Public Schools, their early beginnings at Euclid and Washington Montessori, AAA Busch and finishing their high school education at Metro High School. They were both well prepared for college, the oldest daughter attended and completed her undergraduate degree at the University of Pennsylvania ('11), Philadelphia, PA and the youngest attended and completed her

undergraduate degree at Colgate University ('15), Hamilton, NY. It takes time, care, influence and a consistent reiteration of expectations from the earliest beginnings to realize the ultimate goal of being ready for all that the world has to offer. I was personally a committed parent who took most of her power of influence from her parents creating very similar goals and expectations for my daughters.

I would be honored to serve on this board to assist in launching a school that focuses on the children it serves but more importantly serves the parents in the community in creating a wholesome and inclusive environment.

5. *Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.*

I have not held an appointed position on a board but I have worked directly with board members on two committees over the last five years, i.e. the Strategic Planning Committee and the Finance Committee for Eden Theological Seminary. Both of these committees are considered a part of the institutional leadership team.

These committees are charged with specific direction of the seminary, framing and evaluating roles and institutional educational platforms. Routine interaction consist of making assessments, determining value, ranking action items and providing overall guidance for the seminary.

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

The responsibilities of the governing board are clearly outlined in section B.1 Governing Board in the Fisher Academy document. The following text is taken from that document.

The Fisher Academy Board will be responsible for:

- o Recruiting, hiring, evaluating, and terminating (when necessary) the top level administrative employee (principal) of Fisher Academy;
- o Ensuring that the organizational policies of Fisher Academy are developed, implemented, and monitored for quality and alignment with the vision of Fisher Academy;
- o Ensuring that the academic instruction and quality of Fisher Academy is aligned with the core values, goals, and vision of Fisher Academy;
- o Acting as the liaison with or Sponsor; Preparing, attending, and actively engaging in board and board committee meetings and activities; ' Providing counsel and resources for the principal at Fisher Academy;
- o Overseeing all financial aspects of Fisher Academy, which includes approval of all budgets and audits;
- o Participating in disciplinary and complaint hearings, as necessary.

Oversight of the day-to-day management and operation of Fisher Academy will be left to the administrative team. However, Fisher Academy board maintains authority over Fisher Academy and, therefore, is accountable for the financial, organizational, and academic health of Fisher Academy.

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

Aside from the common interest in actively engaging in initiatives that will move St. Louis forward, particularly in some of its most troubled areas. I have firsthand knowledge as a parent of what it takes to succeed and meet the challenges of the world, becoming an active citizen. As a seasoned business professional, I have the knowledge and experience in managing individuals, relationships, employees, teams, etc. I have experience in compliance and regulatory, accounting and budgets, grant proposals and execution, and an acute ability to envision and strategize for immediate and future goals and opportunities.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

At the end of the first year, I envision a school operating with K-2 enrollment at 132 and a waiting list for future enrollment. Children and parents are engaged in the philosophy of the school. The board is helping the school by providing guidance and continuous improvement along with fund raising and exploring relationships with local business and major corporations. Numerous assessments are being made in regards to classroom needs from basics to computers and other technology. Establishing best practices and determining where improvements are needed. Most of all, change, will be a factor. Some of the best teachers and administrators are not cut out for “start-up” work and its challenges. To minimize the attrition amongst teachers and staff, careful attention must be paid to them in the initial stages and throughout the development.

After four years, the school will be standing strong, serving K-5 with enrollment nearing the 300 mark. Activities will be second nature with overall improvements in the classroom, parent participation and community support. Fisher Academy will demonstrate its success by significant growth in overall classroom achievement and test scores. Much of the school’s success will be determined by the data and the facts. It will speak for itself.

II. Educational Philosophy

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

The Fisher Academy will provide a loving and caring environment focused on student success during a child’s early years of development and providing a framework that leads to college enrollment and completion. Its core values will address the underserved, providing

access to free and quality education. Its teachers, administrators and staff will shape the format with and expectation of academic excellence. Stimulation from leadership will create an effect that will be contagious in the community, evoking a renewed sense of social responsibility. Over time, student success rates will speak for themselves with children well prepared to seek a college education.

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

STEM (an education based on Science, Technology, Engineering and Mathematics). It is a style of education, non-traditional with emphasis on problem solving, exploring and encouraging curiosity leading to learning, discovering as a result of research and curiosity combined, and problem solving. This type of learning shares a similar core to Montessori education for which I am very familiar.

While the topics are very specific, i.e. science, technology, engineering and mathematics, the learning style of learning through problem solving, innovation, curiosity, collaboration, and sensory is very similar in theory. The very basic principles of Montessori education offer students field trips, hands-on learning, and understanding of and engagement with our environment. Unlocking this curiosity at an early age is the key to providing a platform to seek knowledge and see learning as a thrill rather than a redundant, disjointed task.

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

Success for the Fisher Academy will be determined by “participation and engagement”. The board will need reporting on student and parent activity, routinely checking the pulse for a happy and healthy administration and faculty, learning initiatives, community interaction, gaining additional community support. etc. Collecting data will be the core driver for providing details of what works and what actions are needed to correct undesirable outcomes and working with urgency to employ solutions.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

No.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.

No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?

No.

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

No.

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

No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

In this type of occurrence, I believe the role of the board is to be upfront in selecting vendors or any other purchases or appointments. Vendor selection should be defined by the need and the best offer suitable and competitive for the school. It is important that all dealings, anticipated or contemplated, are documented and sourced, i.e. due

diligence. Board members should speak directly about any and all relationships, at the time of bargaining, should any exist. There are procedures and processes that can be put in place to continue to scrutinize these types of events, as simple as board members being reminded of their role and asking the question at **each occurrence**. *Do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?.....*

SHAWNTELLE L. FISHER
9021 TORCHLITE LN. – APT. H
ST. LOUIS, MO 63121

SHAWNTELLE_FISHER@YAHOO.COM

314-705-7547

Personable Social Service Reentry Education Specialist: Seven years of experience outlining, developing, and managing an ex-offender reentry services and youth educational programs. Striving to compassionately meet the needs of adults lacking a high school credential and youth in failing school districts and providing reentry services for adult ex-offenders:

- Excellent interpersonal communication skills with added proficiency in developing written communications and the development and delivery of public presentations
- Extremely knowledgeable of youth and adult learning theories and educational curriculum development
- Impeccable organizational skills instrumental in ensuring the integrity and effectiveness of an independent study program and that quotas and deadlines are consistently met
- Compassionately ensures that educational needs and goals of participants are met with respect and patience.
- As founder of a 501(c)(3) nonprofit organization, consistently provide holistic approaches for successful transition of productive individuals who have been incarcerated in making the transition back into society.

EDUCATION

Washington University; 2015 – Current (MSW)	St. Louis, MO
Eden Theological Seminary; 2015 – Current (MDiv)	St. Louis, MO
University of Missouri – St. Louis; 2013 – 2015 (BS-Media Studies, BES, Social Work minor)	St. Louis, MO
Pierre Laclède Honors College; 2013 – present (Certificate 2015)	St. Louis, MO
St. Louis Community College; 2012 – 2013 Degree (AA – Communications/Broadcasting)	St. Louis, MO
Eskridge Memorial High School; 1984-1986 (Diploma)	St. Louis, MO

RELEVANT WORK EXPERIENCE

Founder/Chief Executive Officer

The SoulFisher Ministries - ST. LOUIS, MO 2012 – PRESENT
Founded the 501(c)(3) nonprofit organization with a mission to respond to the needs of youth with incarcerated parents and promoting restorative justice for ex-offenders. Oversee the day-to-day operations of the organization and programs. Develop best-practice programs providing holistic approaches to family and community restoration for participants. Write grant proposals for ongoing funding support of the organization. Plan, organize, and orchestrate fundraisers throughout the year.

Program Coordinator

Waseca Education Department - WASECA, MN 2009-2011
Managed a team of six instructors dedicated to educating adult women to achieve the academic knowledge required to succeed in passing the Test of Adult Basic Education (TABE), Pre-GED test, and tests for the General Equivalency Diploma (GED); Effectively taught classes in an institutional environment; Administered Math Placement tests in a secured environment; Outlined class objectives, developed class curriculum, created lesson plans, and scheduled all classes; Developed strategies to increase learning capabilities of learning challenged students; Monitored, tracked, and assessed student progress; Planned, coordinated, and conducted tutor training sessions.

Tutor

Waseca Education Department - WASECA, MN

2009-2011

Worked one-on-one with GED students assisting them in demystifying the dynamics of academic studies.

Communicated mathematical functions in a way that influenced and increased the desire of the students to learn.

Assisted students in setting educational goals. Identified problem areas of learning for more centralized work.

Tutor

Chillicothe Education Department - CHILLICOTHE, MO

2008-2009

Worked one-on-one with GED students in an institutional classroom environment. Issued and graded classroom assignments. Tracked progress of students via individualized tracking sheets in preparation for the GED test.

TRAINING**Tutor Training Certification**

Missouri Department of Education – 2008 Graduate

Jefferson City, MO

Leadership Training

UMSL Neighborhood Leadership Academy (NLA) – 2012 Graduate

St. Louis, MO

CLUBS AND ORGANIZATIONS

Phi Kappa Phi – Honors Society (11/2014-current)

University of Missouri – St. Louis

Bachelor of Educational Studies (BES) Organization (8/14-current)

University of Missouri – St. Louis

Tau Sigma – Honor Society (3/14-current)

University of Missouri – St. Louis

Pierre Laclède Honors College Student Association (8/13 – current)

University of Missouri – St. Louis

University Ambassadors (8/13-current)

University of Missouri – St. Louis

Phi Theta Kappa – Honors Society (10/12-current)

St. Louis Community College – Florissant Valley

Global Classroom Club (8/12-5/13)

St. Louis Community College – Florissant Valley

National Broadcasting Society (01/12-08/12)

St. Louis Community College – Florissant Valley

OFFICES HELD

Public Relations Officer – The Honor Society of Phi Kappa Phi (2015 – current)

University of Missouri – St. Louis, MO

Vice-President – The Honor Society of Phi Kappa Phi (2015)

University of Missouri – St. Louis, MO

President –BES Organization (2014)

University of Missouri – St. Louis, MO

Director of Public Relations / Multimedia (2013 – current)

Believers Temple Word Fellowship Church

Church Elder (2013 – current)

Believers Temple Word Fellowship Church

Chief Executive Officer (2012 – current)

The SoulFisher Ministries

Student Government Representative (2012 – 2013)

St. Louis Community College – Florissant Valley

FELLOWSHIPS AND SCHOLARSHIPS

Olin Fellowship (2015); Phi Kappa Phi Fellowship (2015); Ambassador Scholarship Bachelor of Educational Studies (BES)

(2015); Betty J. Lee Media Studies Scholarship (2015); Mark McDonough Communications Scholarship (2015);

Ambassador Scholarship Bachelor of Educational Studies (BES) (2014); Scholarship Speech and Theater Association of

Missouri Scholarship (2014); Phi Theta Kappa Honors Scholarship (2014); Phi Theta Kappa All-Missouri Full-Academic

Scholarship (2013); University of Missouri – St. Louis Dr. Martin Luther King, Jr. Scholarship (2013); Phi Theta Kappa

Honors Scholarship (2013); Pearson Foundation Scholarship (2013); Speech and Theater Association of Missouri (STAM) Scholarship (2013); Ann K. Dempsey Honors Scholarship (2012)

AWARDS

Who's Who Among Students in American Universities & Colleges (2014)

All-Missouri Academic Team , Jefferson City, MO; 2nd Team (2013); Student Government Representative of the Year , St. Louis Community College (2013)

Wildwood/Florissant Valley Debate (2012) 1st place – Best Speaker; 3rd place – Debate winner, Wildwood, MO

Marilyn Smith Ph.D.

16012 Autumn Oaks Circle
Ellisville, MO 63021
(636) 394-2186
(314)422-8443
doc16012@gmail.com

HIGHLIGHTS OF QUALIFICATIONS

- Doctor of Philosophy in Education 2014
- Masters Degree in Special Education 1994
- Effective Practice Specialist in Transition 2003-2014
- Transition Facilitator for Special School District from 1996-2003
- Adjunct Faculty at UMSL teaching Career Education for Special Needs Individuals
- Adjunct Faculty at Webster University teaching Career Preparation for Students with Special Needs
- Skilled in teaching adult learners

PROFESSIONAL EXPERIENCE:

Adjunct Faculty at UMSL

- Taught Sp.Ed. 3318: Inclusive Classrooms Fall 2014, 2015, SPED 4342 2015, 2016
- Effective Practice Specialist – Transition, Special School District of St. Louis County July 2003-2014.
- Provide technical assistance and support to administrators in the area of transition
 - Provide site-based in-services in the area of transition to teachers
 - Develop transition programs to meet the unmet needs of students with disabilities in St. Louis County
 - Represent SSD to the Adult agency service providers on systemic issues

Adjunct Faculty at Webster University

- Taught Career Education for Special Needs Individuals. Summer 2003-current
- Transition Facilitator, Special School District of St. Louis County October 1996 to July 2003
- Co-Chair of Transition Fair
 - Conduct follow-up study of students graduating from the Special Education Schools; one, three and five years after graduation. Compiling data and developing a report.
 - Provide in-service training to teachers and parents on Transition Planning, Self-Determination, Futures Planning, Adult Service Providers, Community Based Vocational Training
 - Provide one on one assistance to students and families during transition planning meetings, and facilitate staffings and futures plans
 - Attend and facilitate committee meetings and adult agency organization meetings providing input on the student perspective and to problem solve systemic issues.

Adjunct Faculty, University of Missouri St. Louis

- Taught Sp. Ed. 342: Career Education for Special Needs Individuals. Fall and Winter semesters in 1998, 1999 and 2000
- Taught students to write transition plans, compile a book on adult agencies, and complete course objectives

Teacher, Special School District of St. Louis County, Northview School, Ackerman School, Highland School August 1986 – October 1995

- Key member of team developing award winning work experience program at Lambert St. Louis Airport with Host Marriott (CEC Employer of the Year)
- Served as job developer and provided follow along support on own time to students hired during the summer at Lambert Airport
- Provided work skills training to students at Ponderosa Restaurant

Teacher, State Schools for Severely Handicapped; Boonslick School 1978 – 1980

Teacher-In-Charge, State Schools for Severely Handicapped, State School #7-St. Charles 1977-1978

Teacher-In-Charge, State Schools for Severely Handicapped, State School #7A – Emmaus Home Annex

1974-1977

Educational Assistant for Deaf/Blind Program; Bellefontaine Habilitation Center July 1974

Substitute Teacher, Special School District April-Sept. 1974

RELEVANT EXPERIENCE

- Presenter at APSE-MO 2014
- Presenter at APHOES 4th International Conference –May 2013
- Appointed to Missouri Interagency Transition Team (MITT) 2010-2014
- Missouri Transition Liaison- 2008-2014
- Presenter at National Organization for Albinism and Hypopigmentation Conference 2012
- Presenter at CEC National Conference 2010
- Ask the Expert event as Expert for Missouri Community of Practice on topic: Comprehensive School Programs for Student Employment
- Presenter for Down Syndrome Association 2010
- Transition Institute Summer 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015
- UMSL – Presented : Transition to What? February 2007
- Tips for Planning a Successful Transition to Employment for Individuals with Disabilities -LRP 2012
- Uncover Realistic Postsecondary Transition Goals for Students with ED- LRP 2011
- Planning for Adult Life- College Prep for Teens with Disabilities- LRP 2011
- Planning for Adult Life: Setting Goals for the Future- 2010 SSD Website Feature Article
- 2006 MOCASE. Presented two sessions: Self-Determination and Transition Planning
- Completed DESE Satellite Leadership Academy Program, 2005
- Authored three articles for Innovations: November 2003 and January 2004 and April 2005
- Co-authored article for CISE with Dr. Martin Agran
- Presented at 2003 MO CASE conference.

- Member of the Regional Advisory Council (RAC) for DMH 2003, 2004, 2005
- Authored a Training Manual on Self-Determination for the Department of Elementary and Secondary Education, Summer 2002
- Co-Wrote an article on Self-Determination published in the Spring ‘02 issue of Missouri Innovations in Education
- As a PDC representative for transition, developed a budget, planned activities, analyzed data and reported on results to the PDC Committee. Initiated planned and prepared for nationally recognized presenters, Sharon deFur and Dr. Martin Agran, who presented on the topic of Self-Determination
- Appointed to State Vocational Rehabilitation Transition Team 2002-2010
- DVR Transition Ad Hoc Committee 2005 – 2014
- Utilizes information learned from attending Staff Development seminars featuring Bob Garmston, Tom Gusky and Georgia Archibald. As a follow up to these in-services, participates in study groups surrounding these topics for 3 years.
- President of MO-Division of Career Development and Transition a subdivision of Council for Exceptional Children, 7/01-7/02
- Vice-President of St. Louis Transition Council, 1999-2002
- St. Louis Community College Access Office Advisory Committee 2000-present
- Presented at National Conferences; Division of Career Development and Transition 1995, 1997, 2001, 2003

EDUCATION

Ph.D. Education – University of Missouri – St. Louis 2014

M.Ed. (with honors) in Special Education – University of Missouri – St. Louis 1994

B.S. Special Education – University of Missouri – St. Louis 1974

Additional Coursework: Truman State University Lindenwood University

Harris Stowe State College Maryville University University of Missouri- Columbia 1/08

AMY E. GARRISON

3002 Autumn Lakes Court
St. Louis, Missouri 63043
314-283-2332
amy.garrison@brandvirtuellc.com

SUMMARY OF QUALIFICATIONS

- Over thirty years experience in marketing, communications, and strategic business development of which twelve years are specific to the commercial real estate industry.
- Goal driven achiever with the ability to multi-task and prioritize, while maintaining focus on the overall vision.
- Experienced leader managing marketing teams through collaborative and collegial approach.
- Creative marketing professional with strong written and verbal communication skills.
- Innate ability to transform challenging situations into wins for both parties.

CAREER HISTORY

2013-Present

Brand Virtue, LLC – St. Louis, Missouri

Principal and Owner

- Provide companies that have limited internal marketing resources with an experienced, “on call” marketing director to guide them through their marketing and communications programs.
- Deliver consulting services ranging from the creation of public relations campaigns to brand development and rollout to strategic business development planning and execution.

2007-2013

Dentons – St. Louis, Missouri

Senior Manager, Business Development

- Responsible for leading the business development and strategic marketing initiatives for the US transactional practices including Real Estate, Retail, Hotels and Leisure, Capital Markets, Trusts and Estates and Financial Institutions. Primarily focused on supporting the firm's lawyers and professionals in identifying key opportunities to expand work within the industry sectors through a client service team approach.
- Served on the firm's management team, which consisted of 50 firm leaders who support the operational aspects of the firm.
- Responsible for development and implementation of the practice marketing and communications strategy designed to strengthen the overall brand and increase revenue.
- Responsible oversight and management of annual practice marketing budgets. Implemented a new expense approval process, which enabled practices to better track expenses with focus on return on investment for future budget planning.
- Directed the practices public relations programs to position lawyers as “thought leaders” within their respective areas of expertise.
- Responsible for integrated business development plan with emphasis on cross-selling all practices and industry sectors within the firm to maximize time and investments while promoting revenue generation.

- Managed the new branding and collateral design project from concept to completion for the US Real Estate and Hotels and Leisure practices. The project included internal and external research, positioning, key message development, and creation of integrated brochure system and e-communication tools.

1998-2007

**Cassidy Turley (formerly Colliers Turley Martin Tucker) - St. Louis, Missouri
Vice President, Corporate Communications**

- Directed national full service commercial real estate firm's public relations programs including media relations, community relations, and internal communications.
- Led the firm's Internet Committee to continually improve and refresh their public facing web sites.
- Managed public relations and media relation programs for the firm's practice group areas of Corporate Solutions, Investment Services Group, and Multi-Family Investment Group.
- Developed and implemented the firm's first Crisis Communication Plan.
- Coordinated the firm's internal e-newsletters to communicate important initiatives and promote successes of the firm.
- Served as the communications and public relations liaison to Colliers USA Headquarters by serving on the Colliers Strategic Marketing Committee.

EDUCATION

Southeast Missouri State University

B.S., Mass Communications, 1990

Major: Advertising

Minor: Marketing

COMMUNITY/CIVIC INVOLVEMENT

Fisher Academy, Board of Directors, 2015-present

Spirit of St. Louis Women's Fund: Member, 2008-present, Board of Directors, Technology Chair, 2015-present, Communications Committee Member, 2013-present

Southeast Missouri State University Corporate Advisory Board: Member, 2006-present

Safe Connections: Board of Directors, 2010-2014, Board Secretary, 2010 - 2011

Commercial Real Estate Women of St. Louis (CREW-St. Louis): Chapter President, 2008-2009, Member 2000-2015

Public Relations Society of America (PRSA): Member, 2005-present

Missouri Growth Association: Board of Directors, 2009-2010

INDUSTRY ACHIEVEMENTS

-Recipient of Commercial Real Estate Women of St. Louis (CREW-St. Louis) 2009 Mentor of the Year Award.

-Recipient of the Clarence M. Turley Sr. Award in 2000. This honor is given to Colliers Turley Martin Tucker employees who display the highest level of professionalism, creativity, and style.

Ed Maggart

7825 Big Bend Blvd. Webster
Groves, MO 63119 Cell: 828-713-
0541:
emaggart@thecollegeschool.org

Professional Summary

Educational professional with 30+ in years of experience in designing and implementing successful objective-driven experiential education in the academic classroom and in outdoor/adventure education. Possesses an understanding and commitment to community-based, cooperative, experiential education. Effective leader with a proven record of inspiring a team of outdoor educators in a multi-faceted adventure education program and guiding teams of teachers to improve their classes through implementing experiential lessons. Competent manager who has overseen hiring, staff training and evaluation, creation and use of multiple budgets, curriculum development, physical plant maintenance, and risk management. I am currently serving as the Head of School at the College School in Webster Groves, MO.

Qualifications

- As Head Of School, oversees all aspects of curriculum development and implementation, physical plant, staffing, advancement, and business management for a preK - 8 school of 270 students with 54 staff and a budget of \$4.4M. Oversaw a capital campaign resulting in the construction of a new Learning Center on the school's LaBarque property. Has led the school in revising the Webster Groves Campus plan. Created the school's first Student Support Center and related programming. Instituted an auxiliary program coordinator position to elevate after-school programs, summer camp, and use of the new Jan Philips Learning Center. Developed a tiered professional development program and led the school to involvement with the Independent School Experiential Network and The Association for Experiential Education (AEE).
- At Asheville School, as Director of the Mountaineering Program accomplishments included: design and construction of new facilities; addition of new activities such as fly-fishing and Outward Bound Leadership Program; two year process of accreditation by AEE; development of procedures and protocols manual, risk management plan, and staff hiring/development/evaluation. Supervised multiple budgets totaling \$300,000.
- Led a professional development initiative at Asheville School assisting teachers in designing experiential curriculum for their classes
- Led the student environmental organization at Asheville School directing projects including: development of school-wide recycling program; research, development, fund-raising, construction, and implementation of a large scale composting program for dining hall food waste; development of a sustainable forestry program for the school's 200+ wooded acres; and annual organization of an educational event called World Awareness Day.
- Designed and led a three week mobile course called "Exploring WNC" for the AS Summer Adventure Program.
- Chaired the SE Region of AEE for four years which involved promotion of EE in a nine state region and organizing and running an annual regional conference.
- As treasurer for the Board of Directors of AEE, responsible for overseeing the fiscal direction of AEE (\$800,000 budget) as well as the Board of Director's budget.

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• Experience

Head of School - The College School

2013 - present

Direct a faculty and staff of 54 professionals.

Oversee finances, development, hiring, evaluation, admissions, curriculum development, and constituency relationships.

Board Chair for the Experiential Education Exchange

2014 - present

A non-profit for which I was a cofounder, which promotes experiential education and collaborative community efforts in the St. Louis Region.

Director of Mountaineering- Experiential Education Coordinator- Science Teacher

Asheville School – Asheville, NC

1981-2013

Taught Science, directed 18 member outdoor program staff, and facilitated development of experiential curriculum.

Board of Directors – Association for Experiential Education (AEE) – Treasurer

August 2012 – present

Worked with the CEO of this international organization, AEE on financial oversight of the organization.

Southeast Regional Board – Association for Experiential Education (AEE) - Co-Chair

2007-2010

Led the nine member council to oversee AEE activities in the nine state SE region.

Appalachian Mountaineering Institute- Climbing Guide

2006-2013

Guides clients on rock and ice climbs in the WNC area.

Environmental Researcher – Oak Ridge National Laboratory

1979-1980

Published two papers on the likely environmental effects of by-products of coal liquefaction.

Education

Sewanee 1980

Sewanee, TN

BA in Chemistry

Minor in Environmental Studies and focus on environmental sustainability.

University of North Carolina Asheville 1987

Asheville, NC

Teacher Certification in Chemistry

Created experiential units for high school chemistry classes.

Prescott College 2007

Prescott AZ

Masters in Experiential/Adventure Education

Thesis focused on developing and testing a new model for creating Place-Based experiential units in curricula.

Certifications

American Mountain Guides Association – Single Pitch Instructor

American Canoe Association – Level 4 Whitewater Kayaking Instructor

Wilderness Medical Associates – Wilderness First Responder
American Red Cross – CPR and First Aid Instructor

Community Involvement

Riverlink Paddle Trail Advisory Board
Volunteer – Climbing Toward Confidence (Asheville Rape Crisis Center)

Presentations

Academic Classes and the Alpine Tower – International Alpine Tower Conference
Experiential Education Design for Academic Classes- International AEE Conference
Experiential Classes across Disciplines – North Carolina Association of Independent Schools (NCAIS)
Design and Implementation of a School-wide Composting Program – NCAIS
A Model for Place-Based Education – PEAK Conference
Keynote Speech – Georgia College Outdoor Education Masters Symposium

Awards

Excellence in Community Environmental Leadership- Quality Forward – Asheville NC – 1994
Master Teacher Award – Asheville School – 1998
Rebecca Carver ABC Award – SE Region of AEE - 2012

Affiliations

National Association of Independent Schools
Independent Schools of the Central States
Experiential Education Exchange
Association for Experiential Education
National Science Teachers Association
Association for Curriculum Development
American Mountain Guides Association
American Canoe Association

Stacie C. Reardon

2305 Malibu Drive, Saint Charles Missouri 63303

Cell: (636) 352-7424

stacie.powderly@gmail.com

Summary

Commercial real estate attorney with over ten years of experience representing a diverse range of clients, including owners, developers, lenders, landlords and tenants with respect to leasing, design, construction, real estate finance, development, acquisition and multi-state right-of-way acquisitions.

Experience

Dentons US LLP

September 2005 to

Current

Saint Louis, Missouri

Attorney

- Represented national retailers with respect to build-to-suit and reverse build-to-suit leasing matters for stores located in outdoor shopping centers and enclosed malls across the country; prepared and negotiated leases, subleases, and lease assignments and related leasing documents, including subordination agreements and collateral access agreements.
- Represented REITS and national retailers acting as landlord with respect to the redevelopment of fee owned stores located in stand-alone developments and shopping centers across the country; prepared and negotiated letters of intent, reciprocal easement agreements and covenants, conditions and restrictions.
- Represented major domestic and foreign pipeline companies in large scale, multi-state infrastructure projects, preparing and negotiating all land acquisition documents, including purchase agreements, temporary and permanent easements, pipe yard leases, encroachment agreements, settlement agreements, licenses and permits with private and governmental land owners.
- Drafted and negotiated design and construction contracts for a national low income housing developer, including AIA design and construction contracts, subcontracts, general conditions, design-build agreements, remediation agreements and consulting agreements.
- Represented international bank in connection with the financing of a hotel redevelopment in New York City, including the preparation and negotiation of mortgage documents and related financing contracts.
- Represented public charter school company in connection with drafting and negotiation of operational related contracts.

Accenture

June 2001 to August

2002

Boston, Massachusetts

Analyst

- Designed and developed virtual six sigma training course for an international energy and refining company.
- Assisted with SAP implementation for an international industrial gas supplier.

Education

Washington University School of Law, J.D.

2005

Saint Louis, Missouri

- Order of the Coif; Graduated 2nd in Class
- Washington University Law Review Article, Volume 82, Issue 4: "Case Study Illustrating the Shortcomings of International Criminal Law: Chechnya"

Boston College, B.A. Political Science

2001

Chestnut Hill, Massachusetts

- *Summa Cum Laude*, Political Science Honors Program, High Honors

Caron Strother

3655 Castleman Avenue | St. Louis, MO 63110
Ph: 314-550-6309 | E-mail: caronvstrother@gmail.com

PROFESSIONAL SUMMARY

Business architect with demonstrated success in designing, developing and launching administrative and financial platforms to meet business objectives. Created, implemented and delivered imaginative content and program formats relative to grants and strategic planning.

CORE COMPETENCIES

Strategic Planning | Management & Administration | Project Development | Program Development | Leadership & Motivation | Policy Management and Compliance | Budgeting & Forecasting | Workforce Planning | Outsourcing Administration & Management | Grant Writing, Implementation & Administration | Title IV Administration | Operational & Managerial Accounting

PROFESSIONAL EXPERIENCE

Director of Financial Aid and Accounting Services,

Eden Theological Seminary, Saint Louis, MO
Present

2014 –

Eden Theological Seminary, established in 1850, its campus located on 22 acres in suburban St. Louis County, City of Webster Groves, is a graduate school with overall enrollment <500 students, educating pastors and teachers, enlivening critical reflection on faith, and encouraging Christian discipleship.

Direct the day-to-day operations of the financial aid office, including the administration of all Federal, State, private & institutional scholarships and seeking additional aid through grant initiatives. Accountability for the integrity and accuracy of all financial operations including the development of business processes, recording revenue, managing expenses and acting as the key liaison for other departments and the President/CEO.

- Spearheaded the implementation, integration and management of the outsourcing engagement for accounting, resulting in a 36% (\$200,000) annual cost savings in previous personnel and benefits. Ongoing management, cross-training and oversight of routine back office processes, drafted and enhanced internal procedures and policy.
- Lead Expert role in managing Title IV, FISAP (Fiscal Operations Report and Application to Participate – Campus Based Programs) and financial audits of the seminary, achieving 5 consecutive years of “no findings” from previous audits with serious and adverse outcomes. Marked roles and participation in HLC (Higher Learning Commission) and ATS (Association of Theological Seminaries) reaccreditation.
- Developed and implemented financial aid and tuition initiatives that related in increasing enrollment by 40% over the last three years; offering significant discounting and maximizing first year experiences. Attained additional downstream results directly affecting a 22% decrease in student loan borrowing in the first year of study and an accelerated rate of program completion, at no additional costs.
- Manage a \$20M endowment; responsibilities include relationship management with the investment custodian, all operational activities; developing systems and procedural requirements to support investment operations, reporting and ensuring adequate controls.
- Serves as a member of the Executive Strategic Planning Committee, exploring organization successes, analyzing effectiveness, driving strategy, formulating models, identifying best practices and focusing efforts on key tactics and support required to secure new outcomes.

- Collaborated with Advancement and Development teams securing over \$1M in program funding in the last five fiscal years. Awards secured from the MDHE (Missouri Department of Higher Education), the Lilly Endowment, Arthur Vining Davis, and various foundations.
- Created data management reporting to identify core characteristics of students, outcomes and achievements, leading to the development of logic models consistent with educational grant proposals.

Coordinator of Recruitment and Financial Aid,

Eden Theological Seminary, Saint Louis, MO
2014

2009 –

- Manage the operations of the college's \$1.6M financial aid program, awarding annually, a combination of scholarships, federal work study, tuition grants and loans, trained and provide work direction and guidance to assigned staff;
- Lead project manager for institutional studies and committees related to student debt; collaborations with Washington University, ATS and the Lilly Foundation.
- Co-managed the transition and delivery of CAMS, including the migration from various educational technologies to this platform. Led specific platform design, user testing, and implementation of the Admissions, Development, and Financial Aid modules.

Awarded funding for graduate level Federal Work Study funds, primarily to provide students with stipends for Contextual Education community placements. Awarded the MDHE Default Prevention Grant for 6 consecutive years; an initiative addressing the student loan burden in the State of Missouri. Guest speaker for the 2012 Annual User Conference, presenting on program focus and student success rates.

Faculty and Program Associate for Contextual Education,

Eden Theological Seminary, Saint Louis, MO
2009

2002 -

- Provide professional administrative and operational support to graduate level faculty and the Contextual Education department. Interview sites for potential field placements, assist with student/site placement matches, process and administer grant applications/progress reports.
- Manage the day to day relationships of students and site managers and assist with programmatic administration.

Senior Manager of Financial Services,

Partner Communications and Services, Saint Louis, MO
2001
(Acquired by MediaWorks, April 2001)

2000 -

- Prepared the operating budget and forecast for the initial seventeen cities selected for the venture. As the company's tenth employee, assisted with hiring decisions and placement of a variety of staff including executives, extending its employee base to sixty-five.
- Direct report and key liaison to CFO in preparing venture capital presentations. Initial funding for \$1M and additional funding of \$12M granted within first eight months of employment.
- Prepared and executed RFP to extend product suite to include telecommunications and e-commerce services.
- Designed a Microsoft Access based, proprietary system, that managed the provisioning, pricing, billing, customer status, consumer demographics and buying habits related to the MDU industry, life cycle, data valuation by customer, city and a variety of market indicators, reporting, aging, financials, interdepartmental valuation, procurement, etc.

Systems Solutions Manager,

Contracted, Saint Louis, MO
1999

1996 -

- Contracted services to prepare proposals, write user documentation, document business processes, consulting in telecommunications strategies, billing systems migration to client server applications.

Manager III/Senior Manager, Billing Services,
MCI (Verizon Wireless), Dallas, TX/Saint Louis, MO
1999

1989 -

- Pioneered the systems infrastructure for supporting the development and maintenance of all National, Multi-National and Business Markets specialized customer billing systems. Grew initial effort of \$17M to \$240M.
- Primary architect for MCI's first NDM billing and reporting transmission direct to GTE/Contel servers. This effort consisted of aggregating a variety of services, entity identification of rated and non-rated services and on-line contractual evaluation and discounting. GTE/Contel annual telephony revenues exceed \$50M.

OTHER EMPLOYMENT

Adjunct Faculty,
Missouri College, Saint Louis, MO
2013

2007 -

- Taught a variety of courses in the Business Program.
- Provide instruction specifically geared to adult learning utilizing various media formats, on-line, on-ground, discussion, hands-on, projects (individual and group), etc.

Courses taught: Entrepreneurship, Human Resource Management, Introduction to Business, Legal Environment of Business, Organizational Behavior, Organizational Communications, Policies and Procedures, Portfolio Development, Principles of Management, Project Management, Team Development and Management, Training and Development, Marketing, Customer Relations Management, Business Office Applications.

EDUCATION & PROFESSIONAL MEMBERSHIP

Master of Business Administration | Webster University, St. Louis, MO | 2014

Bachelor of Science, Management/Personnel Industrial Relations | Avila University | 1982

NASFAA, National Association of Student Financial Aid Administrators

MASFAA, Missouri Association of Student Financial Aid Administrators

ATS, Association of Theological Seminaries/Women Emerging in Leadership

Selected Awards and Recognition

ATS, Emerging Women in Leadership, Association of Theological Schools (2013)

Missouri Department of Higher Education (2012, 2013, 2014)

Stellar Congregations/Faith-Based Organizations (2012)

APPENDIX 2: Frequently Asked Questions about Charter Schools

Frequently Asked Questions about Charter Schools

What are charter schools?

Charter schools are tuition-free public schools that are open to all families contingent on available space. They are permitted to operate more flexibility and independence than traditional schools.

Are charter schools public schools?

Yes, every charter school is a public school.

How do charter schools differ from traditional public schools?

Charter schools differ from traditional public schools in that they are exempt from many state and school district regulations. They decide their own curriculum, staffing, organization, and budget. In exchange for this autonomy, they promise to educate pupils well-meeting or exceeding Missouri's educational performance standards-or they lose the privilege of operating the school.

How are charter schools started?

Charter schools are established by a group of individuals-often teachers, principals, education experts and/or parents-that have a vision for the kind of school they would like to create. The founding group submits a plan for the school to a sponsor. Founding groups often spend a year or more planning their schools before submitting an application.

Who gets to attend a charter schools?

As long as space is available, almost any pupil who applies to a charter school may attend the school provided the pupil meets the age or grade range that the school intends to serve. Enrollment is free and non-selective. Usually enrollment is limited to a specific number per grade.

Each school has a non-selective, free application process. If the number of applications exceeds the available space, the school will hold a random lottery to determine which children get to enroll.

What is a charter?

A charter is an agreement between the school's sponsor and the school that documents the school's rights and responsibilities as well as the educational outcomes that the school will be expected to attain. The charter is good for a fixed number of years, usually five. At the end of the charter term, the sponsor determines whether the school has met the terms of the agreement, particularly with respect to handling public funds responsibly, providing a safe environment and educating pupils well.

If the school has met expectations, the sponsor will renew the charter, and the school will continue to operate. If not, the charter will not be renewed, and the school will be closed.

Do charter school serve student with special needs?

Like all public schools, charter schools must comply with the first amendment to the U.S. Constitution that prohibits religious instruction in public education.

What is a sponsor?

A sponsor is an organization that has the authority to approve and oversee charter schools. The Missouri legislature has authorized the St. Louis and Kansas City school districts to sponsor charter schools. In addition, the legislature has provided the community colleges or private four-year colleges meeting certain conditions may act as charter school sponsors in the St. Louis and Kansas City areas. A group interested in starting a charter school may apply to any eligible sponsor.

APPENDIX A.2(a) Sample Lesson Plans for Kindergarten Math and Grade 3 Engineering

Title: Measurement Towers Grade: Kindergarten

STEM Content	Standards	Assessed in the Lesson
Science (Next Generation Science Standard)		
Technology (International Standards for Technology in Education)		
Engineering (Next Generation Science Standard)	K-2 ETS 1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	X
Mathematics (Common Core State Standard)	K.MD.2 – Students compare objects heights using more than and less than.	X
	K.MD.2 – Students measure objects accurately by lining up measuring tool at the starting point and while no gaps in the measuring took, continue measuring to the end point.	X

Essential Learning Objectives:

Understand that:	
<ul style="list-style-type: none"> Students will be able to independently solve real-world problems involving measurement using mathematical reasoning and strategic thinking. 	
Know:	Do:
<ul style="list-style-type: none"> A unit of measure can be used as a tool when measuring 	<ul style="list-style-type: none"> Students will use appropriate tools strategically. Students will measure accurately

Acceptable Evidence:

What would you have to observe to believe that the students have mastered the objective? What product or activity would provide proof that the students can use this knowledge and these skills that they understand?

Acceptable Evidence:			
Beginning	Approaching	Meeting	Surpassing
I need help measuring objects.	I can measure objects by using the longest dimension to compare lengths.	I can measure objects accurately by using a measuring tool.	I can measure objects accurately by using a measuring tool and compare lengths of objects.

Students will be able to:

- Describe and compare measureable attributes.
- Measure an object accurately.

The Lesson/Unit Focus:

The Challenge:

What is the sentence or question that sums up the specific learning challenge students will undertake?

Students will consider how they can measure objects and what is important when measuring objects.

Summative Assessment Criteria and Scoring Guide: (Criteria match the “acceptable evidence” listed above.): What is the language that best describes the expected evidence that meets the learning expectation (3-Meeting)? What language describes evidence that surpasses the expectation (4-Surpassing)? What language describes evidence that has not met the expectations (1-Basic, 2-Approaching)?

Criteria	1-Basic	2-Approaching	3-Meeting	4-Surpassing
<p>K.MD.2-Students measure objects accurately by lining up measuring tool at the starting point and while leaving no gaps in the measuring tool, continue measuring to the end point.</p> <p>K.MD.2-Students compare objects heights using more than and less than.</p>	I need help measuring objects.	I can measure objects by using the longest dimension to compare lengths.	I can measure objects accurately by using a measuring tool and make simple comparisons (i.e. tallest, shortest)	I can measure objects accurately by using a measuring tool and compare lengths of objects by stating how much taller and/or shorter they were.
<p>K-2 ETS 1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	I need support in designing a model to create.	I can design a model but need adult support to create it.	I can create and design a model without adult support.	I can create and design a model that is free standing without adult support.

Criteria	1	2	3	4
Brainstorming	Team members struggled to work together, listen to, and compromise on ideas to solve the problem	Some members struggled to work together, listen to, and compromise on ideas to solve the problem.	All team members work together to brainstorm creative ideas to solve the problem.	Team continues to brainstorm throughout the project based on observations of previous solutions.
Problem-Solving (Analyzing)	Team members consistently struggled to agree on an idea, try the idea, and couldn't make adjustments to improve the solution.	Some members struggled to agree on an idea, try the idea, and their adjustments didn't really improve the solution.	Team works together to select an idea to solve the problem, try the idea, and make adjustments to improve their solution.	Team works together to select as many ideas as necessary to solve the problem and improve their solution.
Cooperation & Teamwork	Team members consistently struggled to work together and participate for most of the task, but needed several reminders.	Some members struggled to work together and participate at points during the task and some members needed reminders.	All team members worked together and participated for most of the task with few reminders.	In addition to a "3." All team members recognized and used their <i>strengths</i> to accomplish and improve the results of the task.
Self-Reflection	Team members couldn't reflect on their work/behavior to decide a way to improve for their next project.	Some members couldn't reflect on their work/behavior or decide a way to improve for their next project.	All team members are able to reflect on their work/behavior and decide a way to improve for their next project.	Team members make improvements that benefit the entire group versus just some members for the next project.

Planning for Implementation:

Pre-Assessment:

What pre-assessment questions and/or probes will offer insight into what students already know about the unit content and what background knowledge will be needed? Describe pre-assessment.

Students were given a pretest on which they measured unifix cube towers and recorded their results. The pre-assessment is included with this document.

Lesson Plan:

What instructional strategies will be used? What best practices will be integrated? How will essential learning objectives be met and acceptable evidence be generated? Describe the sequence of events.

Students brainstorm why we measure things and why it is important that our measurements are accurate. Students are read a book about measurement. Because we ending our unit with the creation of a tower, students view pictures of towers and discuss why it is important that they are measured correctly. Students are shown various towers and asked to compare them with no prompting from the teacher.

A Flipchart chart is used to introduce students to STEM – What is known about engineering? Who are engineers? Show pictures of engineers – (Different races and gender) What do they notice as they look at the pictures?

What do engineers do? Show pictures of objects designed by engineers (Towers, buildings, bridges)

In groups of 2 or 3, students are challenged to designed and create a tower. (see flipchart)

When done, students measure their towers with unifix cubes.

These measurements are then recorded on a flipchart.

Comparisons are made using discussion questions.

Structure dialogue is guided with discussion questions.

Students complete the post assessment.

Students self-assess using the STEM rubric for engineering activity.

Student Engagement:

What can be planned to help make this unit relevant to all students?

An object will be created that interests students and challenges them to think about how they can achieve the greatest length.

What supports will be offered so all students will be successful?

A parent volunteer will be assigned to each table with 2 groups of students working on creating and measuring their towers.

What are ways to validate and recognize STEM capable learning?

By incorporating language that supports a STEM focus, students will be acknowledging for their use of creative and functional engineering skills while creating their towers along with acknowledging their mathematical skills used to measure and compare towers.

STEM Careers:

What career paths can be connected?

Measurements skills are needed to build structures.

What career resources can be shared?

An engineer could visit the school and share with students his or her career path led him or her to go into civil engineering and how math skills are very important for him or her to know in order to do his or her job.

Time and Materials:

How much time is needed for quality engagement, deep learning, and secure experience? What materials are required and will enhance learning?

This lesson can be completed in two days with kindergarten students. Parents can also be included in the planning in order to ask questions as students work to build towers and measure them. Once the group reconvenes, students can share challenges and successes. They can enter their measurements and then compare them among their classmates.

Resources:

What resources are available? What resources are needed? What resources will enhance learning?

Parents are needed for this activity to lend support when building towers.

Unifix cubes were used to measure the towers.

Toothpicks, marshmallows, and spaghetti sticks are used to build towers.

Pre-assessments and post-assessments

Discussion questions

Flipcharts

Possibilities for Further STEM Connections:

Building the towers to measure to engage students in an engineering type activity for introduction to STEM.

Student Self-Reflection: (after implementation):

A STEM rubric for students to reflect on their learning. See attached.

Measurement Unit Assessment (Pre)

Name: _____

1. Which tower is the tallest? A B C
2. Which tower is the shortest? A B C
3. How tall is tower A? _____
4. How tall is tower B? _____
5. How tall is tower C? _____
6. How much taller is tower C than A? _____
7. How much taller is tower A than B? _____
8. How much shorter is tower B than C? _____

Marshmallow Tower Reflection Questions

1. Did your team work together to make your tower?
2. Did everyone get to share their ideas?
3. Tell us how you decided on a design for your tower?
4. Did you have any problems as you were creating your tower?
5. How did you solve your problem?
6. What went well as you were working on your tower?
7. What do you think you could have done differently?
8. What would you do differently next time?
9. What is similar in our towers we created?
10. What is different in our towers we created?
11. Math Question: (K.MD.3)

Measurement Unit Assessment (Post)

1. Which tower has _____ blocks in it?
2. Which tower has _____ block in it?
3. Which tower is the tallest?
4. Which tower is the shortest?
5. Are any towers the same height?
6. How much taller is tower C than A? _____
7. How much taller is tower A than B? _____
8. How much shorter is tower B than C? _____

Title: Hurry Up-Engineering a New Plan

Grade: 3

STEM Content	Standards	Assessed in the Lesson
Science (Next Generation Science Standard)	2-PS1: Matter and its Interactions. Observe Properties. 5 –PS1-3: Matter and it Interactions: Make Observations.	X
Technology (International Standards for Technology in Education)		
Engineering (Next Generation Science Standard)	3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on material, time, or cost.	X
Mathematics (Common Core State Standard)	CCSS. Math.Content.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes.	X

Essential Learning Objectives:

Understand that:	
<ul style="list-style-type: none"> • Water exists in all three states of matter. • Matter changes states. • The addition of heat causes matter to change from a solid to a liquid. • The removal of heat causes matter to change from a liquid to a solid. 	
Know:	Do:
<ul style="list-style-type: none"> • Concepts of Matter • Effect of Heat on Matter • How to calculate elapsed time 	<ul style="list-style-type: none"> • Develop methods to speed up the melting of ice • Design and implement a plan to melt ice quickly • Calculate elapsed time • Reflect upon their results • Design an improved plan to melt ice at an even quicker pace

Acceptable Evidence: What would you have to observe to believe that the students have mastered the objective? What product or activity would provide proof that the students can use this knowledge and these skills to show that they understand?

Acceptable Evidence:			
Beginning	Approaching	Meeting	Surpassing
I need help telling time and identifying the properties of matter.	I can identify some properties of matter and somewhat tell time.	I can identify the properties of matter and tell time.	I can identify the properties of matter and accurately tell time.

Students will be able to:

- Suggest methods of speeding up the melting of ice
- Cooperatively design and implement a plan to melt ice quickly
- Cooperatively design and implement an improved plan to melt ice at an even quicker rate

The Lesson/Unit Focus:

The Challenge:

What is the sentence or question that sums up the specific learning challenge students will undertake?

Can each cooperative group develop and implement a plan to make an ice cube melt at a faster rate?

Summative Assessment Criteria and Scoring Guide: (Criteria match the “acceptable evidence” listed above.): What is the language that best describes the expected evidence that meets the learning expectation (3-Meeting)? What language describes evidence that surpasses the expectation (4-Surpassing)? What language describes evidence that has not met the expectations (1-Basic, 2-Approaching)?

Criteria	1-Basic	2-Approaching	3-Meeting	4-Surpassing
Was the group able to develop and carry out a plan that would melt an ice cube at a faster rate than the class observation?	Group was unable to develop a plan that melted the ice at a faster rate than the class observation.	Group needed assistance in developing a way to melt the ice at a faster rate than the class observation.	Group developed and successfully carried out a plan that melted the ice at a faster rate than the class observation.	Group developed and successfully carried out a plan that melted the ice at a faster rate than the class observation and were able to explain their group’s design process.
Was the group able to improve upon their first plan and design a way to melt the ice cube at an even faster rate?	Group was unable to develop a plan that melted the ice at a faster rate than their first attempt.	Group needed assistance in developing a way to melt the ice at a faster rate than their first attempt.	Group developed and successfully carried out a plan that melted the ice at a faster rate than their first attempt.	Group developed and successfully carried out a plan that melted the ice at a faster rate than their first attempt and were able to explain their group’s design process.

Planning for Implementation:

Pre-Assessment:

What pre-assessment questions and/or probes will offer insight into what students already know about the unit content and what background knowledge will be needed? Describe pre-assessment.

The lesson is not the first lesson/activity students have done regarding matter. Previous to this lesson, students have done activities surrounding the concept of matter and the properties of the different states of matter. This lesson will begin with a class discussion to grasp the students’ prior knowledge of what causes matter to change from a solid to a liquid. The class observation of the ice melting will build their background knowledge regarding the affect heat has on matter.

Lesson Plan:

What instructional strategies will be used? What best practices will be integrated? How will essential learning objectives be met and acceptable evidence be generated? Describe the sequence of events.

1. Introduction – Open-ended question activity as a whole-group to assess prior knowledge of the affect heat has on matter.
2. Observation – Class will observe an ice cube in a cup. Students will calculate the time it took for the ice cube to completely melt.
3. Construction – Students will work in groups to design a plan to cause their ice cube to melt faster.
4. Implementation – Students will carry out their plan and calculate the time it took their first ice cube to melt.
5. Reflection/Improvement – Students will reflect on their group’s results and design a plan to cause their ice cube to melt at an even faster rate.
6. Final attempt – Groups will then carry out their improved plan and report their results/finding to the class.

Formative Assessment:

What is the learning that will need to be “checked” during the lesson to be sure students have a secure understanding of important content. Describe assessment.

- Are groups demonstrating their understanding that the addition of heat is causing the ice cube to melt faster?
- Are groups developing plans that will cause the ice cube to melt at a faster rate?
- Are groups calculating the elapsed times correctly?

Student Engagement:

What can be planned to help make this unit relevant to all students?

- Activities must be hands-on and instruction must be kid-friendly.
- Prior knowledge must be assessed and developed through class observation.

What supports will be offered so all students will be successful?

- Teacher must check often for student understanding.
- Cooperative groups will be composed of mixed abilities.

What are ways to validate and recognize STEM capable learning?

- Students need to be validated as STEM capable learners. This can be done by purposefully identifying the skills they are successfully utilizing as scientists, engineers, and mathematicians. An extension could be a discussion of the careers that would utilize these skills.

STEM Careers:

What career paths can be connected?

- Water industry jobs
- Scientists who work in global warming related fields: climate and atmospheric scientists, oceanographers, and environmental scientists

What career resources can be shared?

- Scientists who study global warming
- Water Career Websites

Time and Materials:

How much time is needed for quality engagement, deep learning, and secure experience? What materials are required and will enhance learning?

- This lesson requires at least an hour of class time to implement.
- Required material are ice cubes of the same size, cups, clock, and access to heat sources such as a windowsill or microwave.

Resources:

What resources are available? What resources are needed? What resources will enhance learning?

- Background videos on matter and changes in states of matter are available on BrainPop and Discovery Education.
- Engineering resources: <http://www.eie.org/overview/engineering-design-process>
- Engineering Plan Sheet: <https://www.teacherpayteachers.com/Product/Engingeering-Process-Recording-Sheet-primary-929571>

Possibilities for Further STEM Connections:

After observing the effect of heat on ice, students could focus on the problems we are facing today with global warming. After researching the causes of global warming, students could work to find solutions.

Student Self-Reflection: (suggested questions):

1. I used the following practices (engineering, math) and cross-cutting concepts...
2. I contributed in the following ways...
3. I learned the following new information...
4. Based on this experience, I would like to deepen my knowledge and/or improve my skills in the following areas...

APPENDIX A.3(a) Assessments

Fisher Academy Assessment Plan			
Assessment Tools	Time Schedule	Type	Data Use Plan
MAP and/or MAP-A Grade Level Assessment and EOC	3 rd grade through 11 th grade- Annually each spring	State approved assessments to measure retention of grade-level Missouri Learning Standards in mathematics and English Language Arts	Results will be reviewed to modify curriculum and instructional practices.
DIBELS and Early Numeracy Measures	Multiple times annually	Universal screening assessments	Results will be used for early identification of learning needs. Will also be used as part of primary prevention of RTI.
STAR Reading and STAR Math Math in Focus: Singapore Approach	Throughout the school year from 1 st grade to 8 th grade	Benchmarking assessments	Identify strengths and gaps in instruction
Teaching as Leadership PLTW and other informal assessments	Throughout the school year from K-12	Classroom formative assessments	Provides current level of student achievement, inform students of progress and identify learning needs.
Project Lead the Way: Project and Problem-Solving	K-12 throughout the year.	Experiential Learning	A process assessment for the learning experience.
Common Instrument Science Survey	K-12	STEM and Experiential Learning	Measures the level of youth's excitement and engagement related to science and technology
The Power of Discovery and STEM Program Quality Assessment	Grade 3 and above	STEM and Experiential Learning	Assess student's knowledge base and comprehension of STEM and experiential learning concepts
Dimensions of Success	K-12	STEM and Experiential Learning	Pinpoints 12 indicators related to STEM when engaged in out-of-school learning environment.
Textbook assessments	K-12 throughout the year	Textbook assessments	Regularly administered unit tests and final exams assess student's comprehension in each subject area

EXHIBIT

A.4(a) School Calendar

The Fisher Academy will be in session approximately 200 days annually, including 20 days of summer school.

2018-2019 Fisher Academy School Calendar

August 2018		
Saturday, August 4	Student/Parent Informational Session	10:00 a.m. – 12:00 p.m.
Monday, August 6	First Day of School	9:00 a.m. – 4:15 p.m.
September 2018		
Monday, September 3	No School, Labor Day	
Wednesday, September 12	School Picture Day	
Friday, September 14	No School, Professional Development Day	
October 2018		
Friday, October 5	End of First Quarter	
Wednesday, October 10	Parent/Teacher Conferences	5:30 p.m. – 7:30 p.m.
Thursday, October 11	Parent/Teacher Conferences	5:30 p.m. – 7:30p.m.
Friday, October 26	No School, Professional Development Day	
Monday, October 29	No School	
November 2018		
Friday, November 16	No School, Professional Development Day	
November 21-23	Thanksgiving Break	
December 2018		
Friday, December 21	End of Second Quarter	
December 24-January 4	Winter Break	
January 2019		
Friday, January 18	No School, Professional Development Day	
Monday, January 21	No School, Martin Luther King, Jr. Day	
February 2019		
Friday, February 15	No School, Professional Development Day	
Monday, February 18	No School, President's Day	
March 2019		
Friday, March 15	End of Third Quarter	
Wednesday, March 20	Parent/Teacher Conferences	5:30 p.m. – 7:30 p.m.
Thursday, March 21	Parent/Teacher Conferences	5:30 p.m. – 7:30 p.m.
March 25 – 29	Spring Break	
April 2019		
Tuesday, April 16	Prospective Family Open House	

	May 2019	
Wednesday, May 22	End of Fourth Quarter – Early Release	
May 23 – June 5	Inclement Weather Make-up Days	
	June 2019	
June 10-21	Summer School Session I	9:00 a.m. – 4:00 p.m.
	July 2019	
July 8 -19	Summer School Session II	9:00 a.m. – 4:00 p.m.

Appendix A.4(b) Daily Schedule

Sample Daily Schedule (Day Starts at 9:00 am and Ends at 4:15 pm)	
Activity – Grades K - 2	Allotted Time
Latchkey	120 minutes
Breakfast	25 minutes
Math	40 minutes
Reading	40 minutes
STEM Block	45 minutes
Social Studies	50 minutes
Lunch/Recess	50 minutes
Math	40 minutes
Reading	40 minutes
Specials	45 minutes
Science	50 minutes
Latchkey	120 minutes

**EXHIBIT
B.1(a) ARTICLES OF INCORPORATION**

**ARTICLES OF INCORPORATION
OF
FISHER STEM AND LEADERSHIP ACADEMY

A MISSOURI NON-PROFIT CORPORATION**

The undersigned, Shawntelle L. Fisher, being a natural person of the age of eighteen years or more, for the purpose of forming a corporation under the Missouri Non-profit Corporation Act, hereby adopts the following Articles of Incorporation:

Article I:

The name of this corporation is Fisher STEM and Leadership Academy.

Article II:

This corporation is a public benefit corporation.

Article III:

The period of duration of this corporation is perpetual.

Article IV:

The street address of this corporation's initial registered office in Missouri is 23 North Oaks Plaza, Suite 250, St. Louis, MO 63121, and the name of its initial registered agent at such address is Shawntelle L. Fisher.

Article V:

The name and address of the incorporators are Shawntelle LaNette Fisher, residing at: 9021 Torchlight Lane – Apt. H - St. Louis, MO 63121, Jacqueline Lay, residing at: 9529 Wilson Bridge Drive – St. Louis, MO 63121, and Kerwin Lay, residing at: 9529 Wilson Bridge Drive – St. Louis, MO 63121.

Article VI:

This corporation shall have no Members. The affairs of this corporation shall be managed by its Board of Directors. The number of Directors and their terms shall be as provided in the Bylaws, provided that there shall not be less than three Directors. The Directors of this corporation shall be elected in the manner described in the Bylaws.

Article VII:

Upon the dissolution of this corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of this corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or the such

organization or organizations organized and the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

Any such assets not so disposed of shall be disposed of by the Circuit Court of the city or county in which the principal office of this corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article VIII:

This corporation is organized, and shall be operated, exclusively for charitable, religious, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered.

No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and this incorporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of these articles, this corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law).

In affirmation thereof, the facts sated 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.

Executed this ____ day of _____, 20____, by the Registered Agent.

Shawntelle L. Fisher, Registered Agent

B.1(b) Certificate of Incorporation

STATE OF MISSOURI



**Jason Kander
Secretary of State**

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

Fisher STEM and Leadership Academy
N000699417

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

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

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 4th day of August, 2015.


Secretary of State



EXHIBIT
B.1(c) Fisher Academy Corporate Bylaws

AMENDED AND RESTATED

BYLAWS

Of

Fisher STEM and Leadership Academy

Article I Official Name

Section 1.1

Fisher STEM and Leadership Academy is a non-stock and not-for-profit Corporation organized under the laws of the State of Missouri (the “Corporation”).

Article II Mission and Vision Statement of Organization

Section 2.1 Mission Statement

Through a collaborative, academically rigorous, socially empowering community model Fisher STEM and Leadership Academy prepares students, regardless of their societal challenges, for college and the nation’s global work force.

Section 2.2 Vision Statement

The vision of the Fisher STEM and Leadership Academy is to provide a high performing educational environment for K-12 students where quality instruction and leading-edge technology form a solid foundation for future schooling. Students’ individual strengths and challenges will guide the programming and professional support needed to promote academic achievement, self-regulated behavior, leadership skills, and productive citizenship. The families, faculty, staff, and community will collaboratively prepare socially responsible, self-determined and confident learners, prepared to complete requirements for each grade level.

Article III Corporate Board of Directors

Section 3.1.1 Number of Directors the Corporate Board of Directors shall consist of not less than five (5) and not more than nine (9) persons.

Section 3.1.2 Qualifications Candidates for membership on the Board of Directors shall have as basic qualifications: personal and professional competency, a passion for the purpose of the Corporation and a willingness to participate fully in the advancement of this purpose.

Section 3.2 Appointment: Vacancies: Term of Office

The directors shall be appointed to the Board of Directors of the Corporation by the existing members of the Board at its annual meeting. The term of office for Directors shall be three (3) years, unless removed by the Board of Directors in accordance with Section 3.4, below.

The terms of the directors shall be staggered so that, as near as possible, an equal number of directors will be appointed in each year. Vacancies on the Board due to death, resignation, or other cause may, but need not, be filled through appointment by the Board of Directors.

Directors shall hold office until their successors have been appointed.

Section 3.3 Responsibilities in Relation to this Corporation

The Board shall have the full power and authority to perform any and all acts and functions which are consistent with the laws governing the Corporation, the Articles of Incorporation, and these Bylaws.

Section 3.4 Resignation and Removal

A director may resign by notice in writing to the Board of Directors at any time, and upon acceptance, such fact shall be recorded in the corporate record book. A director of the

Corporation may be removed, with or without cause, by a majority vote of the other directors then in office.

Article IV Officers

Section 4.1 Officers

The Officers of the Corporation shall consist of a President, Vice-President, Secretary, and Treasurer. The Executive board shall consist of the afore-mentioned officers.

Section 4.2 Office of the President

The duties of the President shall be to preside over all meetings of the Corporation, prepare the agenda for the meetings, see that all officers perform their respective duties, appoint all committees not otherwise provided for in these bylaws, and to perform such other duties as prescribed by the body.

The President shall have an Executive board, and members designated by the President shall have the right to speak on behalf of the Corporation.

The President shall be responsible for carrying out the policies of the organization, but shall not have a right to make policies, demands, or commitments, which have not been approved by the Board of Directors.

The President shall have the right to appoint chairpersons of Standing and Ad Hoc committees except the Nominating Committee.

The President shall have the right to vote only in the case of a tie, except the President will have the right to vote in elections.

The President shall preside over the Executive committee, and will serve as an ex officio member of all committees except the Nominating Committee.

Section 4.3 Office of Vice-President

The duties of the Vice-President shall be to assist the President, and in the absence of the President perform the duties of the President. The Vice-President shall preside over the activities of the various committees.

Section 4.4 Office of Secretary

The duties of the Secretary shall be to serve as the recording officer, custodian of records document meeting minutes and attendance. The Secretary shall distribute the meeting minutes and correspondence to members in a timely manner.

Section 4.5 Office of Treasurer

The duties of the Treasurer shall be to collect and keep account of all monies of the Corporation and to disburse them upon the approval of the body. The President may make expenditures less than \$5,000.00 without approval of the Board of Directors. All drafts shall require the signatures of two (2) of the following four (4) officers listed in order of priority: President, Treasurer, Vice-President, and Secretary.

The Treasurer shall with the assistance of the President develop and submit an annual budget by December 31st to the Executive committee for concurrence. Such budget shall be presented to the Board of Directors for approval at the regular January meeting of each year.

The Treasurer shall be responsible for keeping accurate records of receipts and disbursements, and shall provide a written report at each regular meeting of receipts, deposits, expenditures, and balances.

The Treasurer shall submit all financial records, reports, and related documentation for audit upon the request of the Executive committee or the body.

The Treasurer shall also prepare an annual financial report of the organization, which shall be presented to the body at the regular January meeting of each year.

The Treasurer shall also receive and record all funds flowing into the Corporation. All funds flowing into the organization shall be supported by official receipt.

The Treasurer shall be responsible for the investment strategies and regulatory forms and documents.

Section 4.6 Term of Office

The term of office for all elective officers shall be for a period of four (4) years beginning at the first meeting in January of the first year and expiring at the first meeting in January of the fifth year.

Article V Election of Officers

Section 5.1 Eligibility of Office

Any Board member desiring to run for any office must meet the following requirements:

- A. Must have attended at least two (2) regular meetings in the year prior to the nomination;
- B. Must be nominated according to the procedures prescribed herein and as specified by the Nominating committee.

Section 5.2 Nominating and Governance Committee

The Nominating and Governance committee shall prepare a slate of nominees to be presented to the Board of Directors as requested by the Board President.

The Nominating and Governance committee via email or at the Board of Directors' meeting may receive additional nominations.

The Nominating and Governance committee will confirm the eligibility of the candidate(s) and notify each candidate of his/her nomination and eligibility status.

Section 5.3 Election Procedures

- A. Regular elections shall be held annually in the month of November.
- B. Special elections shall be called if there are more than six (6) months remaining in the term of a vacant office.
- C. If there are less than six (6) months remaining in the term of a vacant office the vacancy shall be filled by appointment of the Executive committee until the next regular election.
- D. Elections shall be by a majority vote of the votes received, verified, and tabulate by the Nominating and Governance committee.
- E. The Nominating and Governance committee shall, at the election meeting, tabulate the votes and the Secretary will record the results.

Section 5.4 Installation of Officers

Officers will be installed at the first regular meeting in January.

Section 5.5 Election Irregularities, Suspensions, and Violations

- A. The office of an Executive committee member who fails to attend three (3) regular meetings in a year without a valid excuse, as determined by the Executive committee, shall be declared vacant.
- B. All other election irregularities, suspensions, violations, and the like, shall be governed by the Roberts Rules of Order.

Article VI Standing Committees

Section 6.1 Designation of Standing Committees

The Standing committees shall be:

- Finance/Fundraising Committee
- Executive Committee
- Nominating and Governance Committee
- Marketing and Public Relations Committee
- Programs and Services Committee

Section 6.2 Finance/Fundraising Committee

The Finance/Fundraising committee shall make recommendations on matters concerning finance and fundraising for the organization.

The Finance/Fundraising committee shall gather input from each committee and the President to develop and distribute the yearly budget and fundraising projections.

Section 6.3 Executive Committee

The Executive committee shall be composed of the elected officers and chairpersons of the Standing committees.

The Executive committee shall oversee the total operations of the organization and carry out the policies that the membership has affirmed.

The Executive committee shall develop short-term and long-term strategies aimed at achieving the purposes and objectives of the organization. All such strategies must be approved by the membership.

The Executive committee shall function in the interim between regular meetings. The duties include organizing and planning programs and events for the organization. The President shall chair the Executive committee.

Section 6.4 Nominating and Governance Committee

The Nominating and Governance committee shall find qualified members to fill leadership roles within the organization and to conduct the elections.

The Nominating and Governance Committee shall be the administrators and gatekeepers for the Bylaws.

Section 6.5 Marketing and Public Relations Committee

The Public Relations committee shall make recommendations on matters concerning public relations.

The Public Relations committee shall also develop and distribute publications, announcements, newsletters, etc., on activities, meeting, conferences, seminars, etc. that are approved by the organization.

Section 6.6 Programs and Services Committee

The Programs and Services committee shall develop programs that support the mission and vision of Fisher STEM and Leadership Academy.

Article VII Meetings

Section 7.1 Regular Meetings

Regular meetings of the Corporation shall be held monthly at such place and time as may be designated by the President with notification being sent to members no later than one week prior to the date.

Section 7.2 Quorum

It shall require a simple majority of members to be present at a meeting, including at least one (1) officer to constitute a quorum. The vote of a majority within a quorum shall stand.

Section 7.3 Special Meetings

Special meetings shall be called when deemed necessary by the Executive committee, President, or at the request of one-third (1/3) of the membership. The Secretary shall notify all members of the time and place of the meeting one (1) week in advance, if time permits. If time does not permit, as far in advance as possible.

Article VIII Parliamentary Procedure

Section 8.1 Rules of Order

The Corporation shall use Roberts Rules of Order, newly revised, as the official guide in situations which is not provided for in these bylaws for the purpose of parliamentary procedure.

Article IX Disciplinary Procedures

Section 9.1 Suspension/Expulsion/Resignation

An officer who is impeached from an executive position shall not operate under the umbrella of the Executive board during the period of suspension.

If grounds appear to exist for expulsion or suspension of an Executive board member under these bylaws, the procedure set forth below shall be followed:

1. The officer shall be given five (5) days prior notice of the proposed expulsion or suspension and the reasons for the proposed expulsion or suspension. Notice shall be given by any method reasonably calculated to provide actual notice.
2. The officer or member shall be given an opportunity to be heard, either orally or in writing. The Board shall make the final decision whether or not the officer or member should be suspended, expelled, or sanctioned in some other way. The decision of the Board shall be final.

Article X Fiscal Matters

Section 10.1 Fiscal Year

The fiscal year of the Corporation shall commence on the first day of July of each year and every year thereafter.

Section 10.2 Contracts

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

Section 10.3 Loans

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

Section 10.4 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation or to the Corporation, shall be signed or endorsed by such officer or officers, agent or agents of the Corporation and in such manner, including by means of facsimile signatures, as shall from time to time be determined by resolution of the Board.

Section 10.5 Deposits

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

Section 10.6 Maintenance of Records

The Corporation shall keep correct and complete books and records of account and other records of the activities of the Corporation as may be appropriate. All such records shall be open to inspection upon the demand of any member of the Board of Directors.

Article XI Liability

No director, officer, or committee of this Corporation or other person shall contract or incur any debts on behalf of the Corporation other than in the regular course of his/her employment, or in any way render it liable unless authorized by the Board of Directors. No director, officer, committee, employee or agent of the Corporation is authorized to promise the Corporation's moral or financial support to any charitable or other objective without the approval of the Board of Directors.

Article XII Corporate Seal

This Corporation shall have no corporate seal.

Article XIII How to Amend the Bylaws

Section 13.1

Proposals for amendments to the Bylaws must be presented in writing to the Board President. Suggested changes should be listed in numerical order with current reading, proposed change(s), and revised wording followed by the rationale.

Section 13.2

The proposed change to the Bylaws will be voted on at the next regular meeting.

Section 13.3

Final passage of a change to the Bylaws shall require a two-thirds (2/3) vote of the Board of Directors.

Article XIV Restrictions

Section 14.1 Inurement of Income

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributed to its Board of Directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered.

Section 14.2 Legislative or Political Activities

No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in or

intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office.

Section 14.3 Operational Limitations

Notwithstanding any other provisions of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried:

- A. by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1954 and subsequent revisions or the corresponding provision of any future United States Internal Revenue law or
- B. By a Corporation to which contributions are deductible under Section 70(c)(2) of the Internal Revenue Code of 1954 or corresponding provisions of any future United States Internal Revenue law.

Article XV Nondiscrimination

The Corporation recruits and admits students of any sex, religion, race, color, or ethnic origin to all the rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of sex, religion, race, color, or ethnic origin in the administration of its educational policies, scholarship/loans/fee waivers*, educational programs and/or athletics/extracurricular activities*. In addition, the school is not intended to be an alternative to court or administrative agency ordered, or public school district initiated, desegregation.

The Corporation will not discriminate on the basis of race, color, or ethnic origin in the hiring of its certified or non-certified personnel.

*If these are ever offered

Article XVI Dissolution

The Corporation can be dissolved by a two-thirds (2/3) vote of the Board. Upon dissolution of the Corporation, the Executive Board shall after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all the assets of the Corporation to organizations organized and operated exclusively for the charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organization under Section 501(c)(3) of the Internal Revenue Code of 1954 or corresponding provision of any future United State Internal Revenue laws, as the Executive Board shall determine.

These Bylaws were accepted and approved by the Board on _____.

Shawntelle L. Fisher, Founder/President

Date

Marilyn Smith,PhD., Vice-President

Date

Amy Garrison

Date

Ed Maggart

Date

Stacie Reardon

Date

Caron Strother

Date

EXHIBIT

B.1(d) Conflict of Interest Policy and Statement

Fisher STEM and Leadership Academy

Conflict of Interest Policy

Article I – Purpose

The purpose of this conflict of interest policy is to protect this tax-exempt organization's (Fisher STEM and Leadership Academy) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Fisher STEM and Leadership Academy or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II – Definitions

- 1. Interested Person** – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- 2. Financial Interest** – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - A.** An ownership or investment interest in any entity with which Fisher STEM and Leadership Academy has a transaction or arrangement,
 - B.** A compensation arrangement with Fisher STEM and Leadership Academy or with any entity or individual with which Fisher STEM and Leadership Academy has a transaction or arrangement, or
 - C.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Fisher STEM and Leadership Academy is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III – Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- A.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- B.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- C.** After exercising due diligence, the governing board or committee shall determine whether the Fisher STEM and Leadership Academy can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- D.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Fisher STEM and Leadership's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- A.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- B.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the

member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from Fisher STEM and Leadership Academy for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Fisher STEM and Leadership Academy for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Fisher STEM and Leadership Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands Fisher STEM and Leadership Academy is charitable/nonprofit organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII – Periodic Reviews

To ensure Fisher STEM and Leadership Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to Fisher STEM and Leadership Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Fisher STEM and Leadership Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Fisher STEM and Leadership Academy

Annual Conflict of Interest Statement

1. As a Director of Fisher STEM and Leadership Academy, I acknowledge that I:
 - A. Received a copy of Fisher STEM and Leadership Academy's Conflict of Interest Policy;
 - B. Read and understood the policy;
 - C. Agree to comply with the spirit and intent of the policy and will willfully disclose any known potential conflicts, other than those indicated in my responses, as they may arise before completing my next conflict of interest statement; and
 - D. Understand that Fisher STEM and Leadership Academy is a charitable/nonprofit organization and in order to maintain its federal tax exempt status, it must engage primarily in activities that accomplish one or more of its tax exempt purposes.
2. Based on a review of Fisher STEM and Leadership Academy's Conflict of Interest Policy, are you presently aware of any interest or potential interest that you or a related person may have that could give rise to a conflict of interest? If yes, please complete Attachment A of this form.

Yes No

My answers above are true to the best of my knowledge.

Signature

Date

Printed Name

B.1(e) Tax Exempt Designation Letter

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

DEPARTMENT OF THE TREASURY

Date: FEB 22 2016

FISHER STEM AND LEADERSHIP ACADEMY
C/O SHAWNTELLE L FISHER
23 NORTH OAKS PLAZA STE 250
ST LOUIS, MO 63121

Employer Identification Number:
47-4876945
DLN:
17053308357035
Contact Person:
SHEILA M ROBINSON ID# 31220
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 4, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

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

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

FISHER STEM AND LEADERSHIP ACADEMY

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

Sincerely,

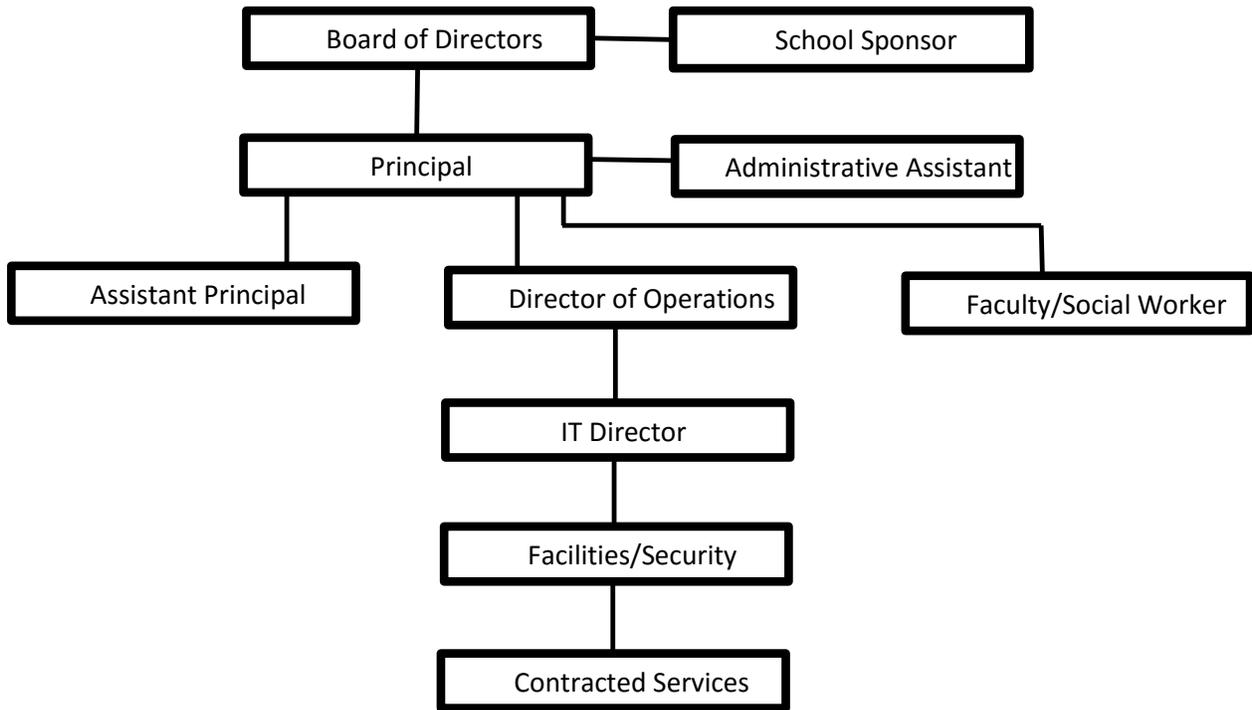
A handwritten signature in black ink, appearing to read "Jeffrey I. Cooper". The signature is stylized and cursive.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

EXHIBIT

B.3(a) ORGANIZATIONAL CHART



EXHIBIT

B.3(b) Job Descriptions

Principal

The Principal will serve as the face of Fisher Academy and act as the liaison between Fisher Academy and the Board of Directors and Fisher Academy and the charter sponsor. The Assistant Principal, and Director of Operations, will report directly to the Principal. The Principal will foster a reflective, collaborative and inspiring culture for students, families, faculty and community partners that aligns with Fisher Academy's mission, vision and educational philosophy.

The Principal will be responsible for creating active and ongoing partnerships with viable organizations and businesses, and being actively engaged in local and national educational organizations. This includes being active in the community in a way that engages stakeholders and the community in the activities and academic approach of Fisher Academy.

The Principal will be responsible for the strategic fundraising plans of Fisher Academy. This includes oversight and management of grant applications and funds. In order to be effective in this area, the Principal will need to possess excellent research and interpersonal communication skills that are highly instrumental in identifying potential donors and building relationships with current and potential donors that will provoke them to either become or remain interested in funding the work of Fisher Academy.

The Principal will be responsible for leading and managing the school with a focus on driving excellence and realizing significant and meaningful achievements for all students. This position will oversee the selection, development and implementation of curriculum with STEM focus that serves as a model for excellence in education and is designed to prepare students for college.

The Principal will develop and implement accountability practices to evaluate school effectiveness and make strategic decisions to ensure the school, its teachers, and its results are always improving. It is also the responsibility of the Principal to ensure that the school remains in compliance with the Missouri Department of Elementary and Secondary Education requirements.

The Principal will be responsible for the recruiting, hiring, developing, managing, promoting, and retaining high quality, high impact leaders, teachers, and support staff members. The Principal will also be in charge of developing and implementing faculty and staff professional development programs.

The Principal will be responsible for student recruiting and the development and implementation of a school orientation program for students and families. The Principal will be the leader of the student body and have daily interaction with students. This position will also serve as the

school's student disciplinary officer with the assistance of the Assistant Principal. The Principal and the Assistant Principal will participate in all disciplinary meetings with students and parents. It is also the core duty of the Principal to understand the special needs of individual students and for creating and supervising programs such as special education, English Language Learner, and students with disabilities to meet the needs of all students. Tutoring programs will be available to all students and will also be overseen by the Principal.

The Principal will also be responsible for the development and implementation of the school's college readiness and counseling program, which will begin for all students in 6th grade. The Principal will also work closely with the Assistant Principal to create and roll out a business education curriculum, including internships, to prepare students for employment during summers and after graduation.

Assistant Principal

The Assistant Principal is full-time position. The Assistant Principal will be responsible for the overall welfare of the school's student body including overseeing discipline, counseling and delivery of social services to the students. Additionally, this position will work closely with the Principal in creating and maintaining key relationships with both corporate and non-profit organization partners for the benefit of Fisher Academy students.

The Assistant Principal oversees the college counseling program, coordinates and directs the athletics program, designs and implements all after school programs (including summer school and summer camps), identifies and orchestrates all components of internships for eligible students, oversees the marketing and communications activities of Fisher Academy, and recruits and coordinates school volunteers and mentors for the mentoring program. The Assistant Principal will also be the link between the school and the students' parents and family members including the development of programming for families.

The Principal will hire an Assistant Principal that has a background in urban public education and social work/guidance counseling. The candidate must have strong communication, organizational, and leadership skills, and have the ability to solve problems using a creative and diplomatic approach.

Director of Operations

The Director of Operations is a full-time position. The Director of Operations (DO) is the business operations leader for the school, managing all non-instructional functions, services, and staff so that the instructional team can maintain a concentrated focus on teaching and student achievement and maximize instructional time. The DO will ensure that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the mission and vision of Fisher Academy.

The DO will be responsible for systems development by developing and implementing school-wide non-instructional systems and procedure that ensure operational excellence within the

school. Systems include, but are not limited to: transportation, security, meal program, procurement, compliance tracking, and budget management.

The DO will be responsible for compliance by capturing and organizing key school data for the accurate creation and completion of various compliance reports such as attendance, enrollment and staffing for reporting to relevant stakeholders. Additionally, this position will ensure all fire, life, and safety regulations and procedures are implemented ensuring the well-being of school staff and students.

The DO will oversee all business by supporting the development, management of the procurement process including but not limited to vendor selection, account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment. This position will support the Principal in annual budget preparation and management to ensure the school meets its financial goals. The DO will oversee all janitorial staff and facility management related projects to ensure the facility is well maintained. This position will serve as the first point of contact for all IT related items including management of IT assets, assisting staff with IT issues as able and procurement of IT services as needed.

The DO will serve as the human resources administrator as it relates to employee information and benefits. This position will be responsible for maintaining all employee files, required HR paperwork and data systems updates and oversee payroll administration.

Social Worker

The Social Worker is a full-time position. The Social Worker works jointly with the Assistant Principal in the overall well-being of the student population. He or she works in conjunction with the Assistant Principal to ensure that counseling, discipline, and delivery of social services are in alignment with students' needs. He or she will be closely involved in identifying students with special needs and ensuring that all necessary steps are taken to ensure they receive the educational services and resources required to be successful in school.

The Social Worker will coordinate all of Fisher Academy's athletic programming, dual enrollment opportunities, and experiential learning partnerships and opportunities. He or she will also be responsible for orchestrating all field trips during the school year. He or she is responsible for the Daily Advisory, leadership, and health and wellness curricula.

B.5(a) Sample Community Meeting Agenda



The Fisher Academy Community Meeting

AGENDA

- Welcome and Introductions
- Mission of The Fisher Academy
The mission of The Fisher Academy is to prepare at-risk students for college by providing a challenging and collaborative learning community.
- Vision of The Fisher Academy
The vision of The Fisher Academy is to provide a high performing educational environment for K-12 students where quality instruction and leading-edge technology form a solid foundation for future schooling. Students' individual strengths and challenges will guide the programming and professional support needed to promote academic achievement, self-regulated behavior, leadership skills, and productive citizenship. The families, faculty, staff, and community will collaboratively prepare socially responsible, self-determined and confident learners, prepared to complete requirements for each grade level.
- Overview of The Fisher Academy Goals and Next Steps
- Q & A



FISHER ACADEMY

FIVE-YEAR OPERATIONAL BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Projected	Budget	Budget	Budget
Enrollment		132	186	240	288	332
Revenues						
5100	Local Revenue		131,075	184,697	238,319	285,983
5300	State Revenue	1,120,597	1,579,023	2,037,449	2,444,938	2,818,471
5400	Federal Revenue	211,483	297,999	384,515	461,417	531,912
5899	GRAND TOTAL REVENUES	1,332,080	2,008,097	2,606,660	3,144,675	3,636,365
Expenditures						
1100	Regular Programs	462,926	832,931	1,167,986	1,456,960	1,617,957
1200	Special Programs	79,841	89,057	98,296	106,658	114,444
1999	TOTAL INSTRUCTION (K-12 Only)	542,767	921,988	1,266,283	1,563,618	1,732,400
2100	Support Services - Pupils	64,318	65,860	67,423	69,008	70,614
2200	Support Services - Instructional Staff	13,200	18,600	24,000	28,800	33,200
2300	Support Services - General Administration	25,000	42,500	50,000	55,000	60,000
2400	Support Services - School Administration	137,999	221,887	226,785	231,971	237,346
2500	Operation and Maintenance of Plant Services	370,430	443,275	536,414	610,157	674,841
2560	Food Services	106,801	150,493	194,184	233,021	268,621
2642	Recruitment and Placement	5,000	6,000	7,000	8,000	9,000
2660	Technology	19,800	27,900	36,000	43,200	49,800
2998	TOTAL SUPPORT SERVICES	742,548	976,515	1,141,806	1,279,157	1,403,422
3800	Community Services	-	-	-	-	-
4000	Capital Set Aside for Building Purchase	-	-	-	-	-
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	-	-	-	-	-
9999	GRAND TOTAL EXPENDITURES	1,285,314	1,898,503	2,408,089	2,842,775	3,135,823
Total Revenue Over/(Under) Total Expenses		46,765	109,594	198,571	301,900	500,543
Beginning Balance, July 1		-	46,765	156,359	354,931	656,831
Ending Balance, June 30		\$ 46,765	\$ 156,359	\$ 354,931	\$ 656,831	\$1,157,373
	opening balance 7/1	\$ -	\$ 46,765	\$ 156,359	\$ 354,931	\$ 656,831
	operating income	\$ 46,765	\$ 109,594	\$ 198,571	\$ 301,900	\$ 500,543
	year end balance	\$ 46,765	\$ 156,359	\$ 354,931	\$ 656,831	\$1,157,373
	dese fund balance	3.64%	8.24%	14.74%	23.11%	36.91%

FISHER ACADEMY YEAR 1 CASH FLOW

	7/1/2017	8/1/2017	9/1/2017	10/1/2017	11/1/2017	12/1/2017	1/1/2018	2/1/2018	3/1/2018	4/1/2018	5/1/2018	6/1/2018	CHECK
Beginning Cash Balance	165,000.00	\$46,797	\$20,845	\$8,372	\$29,432	\$50,491	\$71,550	\$95,359	\$119,169	\$142,978	\$166,787	\$189,276	
REVENUES													
Local	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
State	\$0	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$101,872	\$1,120,597
Federal	\$0	\$0	\$0	\$21,665	\$21,665	\$21,665	\$24,415	\$24,415	\$24,415	\$24,415	\$24,415	\$24,415	\$211,483
TOTAL REVENUES	\$0	\$101,872	\$101,872	\$123,537	\$123,537	\$123,537	\$126,287	\$126,287	\$126,287	\$126,287	\$126,287	\$126,287	\$1,332,080
EXPENDITURES													
6100 Salaries	\$13,750	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$48,568	\$548,000
6200 Benefits	\$3,312	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$14,946	\$167,713
6300 Purchased Services	\$31,098	\$33,549	\$30,749	\$30,749	\$30,749	\$30,749	\$30,749	\$30,749	\$30,749	\$30,749	\$32,069	\$32,069	\$374,780
6400 Supplies & Materials	\$28,242	\$30,762	\$20,082	\$8,215	\$8,215	\$8,215	\$8,215	\$8,215	\$8,215	\$8,215	\$8,215	\$8,215	\$153,021
6500 Equipment	\$41,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$41,800
TOTAL EXPENDITURES	\$118,203	\$127,825	\$114,345	\$102,478	\$102,478	\$102,478	\$102,478	\$102,478	\$102,478	\$102,478	\$103,798	\$103,798	\$1,285,314
SURPLUS	-\$118,203	-\$25,952	-\$12,472	\$21,059	\$21,059	\$21,059	\$23,809	\$23,809	\$23,809	\$23,809	\$22,489	\$22,489	\$46,765
Ending Cash Balance	\$46,797	\$20,845	\$8,372	\$29,432	\$50,491	\$71,550	\$95,359	\$119,169	\$142,978	\$166,787	\$189,276	\$211,765	

FISHER ACADEMY

	2016-17 Projected	2017-18 Projected	2018-19 Projected	2019-2020 Projected	2020-2021 Projected	
6100 Salaries	296,000	560,900	805,372	1,014,812	1,128,646	
6200 Benefits	98,606	189,721	269,614	336,868	372,691	
6300 Purchased Services	10,100	14,300	19,000	23,400	26,600	
6400 Supplies & Materials	24,420	34,410	44,400	53,280	61,420	
6500 Equipment	33,800	33,600	29,600	28,600	28,600	
1111 Total Classroom Instruction	462,926	832,931	1,167,986	1,456,960	1,617,957	
6100 Salaries	45,000	45,900	46,818	47,754	48,709	
6200 Benefits	15,041	15,257	15,478	15,704	15,934	
6300 Purchased Services	16,500	23,250	30,000	36,000	41,500	
6400 Supplies & Materials	3,300	4,650	6,000	7,200	8,300	
6500 Equipment	-	-	-	-	-	
1221 Total Special Programs	79,841	89,057	98,296	106,658	114,444	
6100 Salaries	42,000	42,840	43,697	44,571	45,462	
6200 Benefits	14,318	14,520	14,727	14,937	15,152	
6300 Purchased Services	8,000	8,500	9,000	9,500	10,000	
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2114 Total Support Services-Pupils	64,318	65,860	67,423	69,008	70,614	
6100 Salaries	-	-	-	-	-	
6200 Benefits	-	-	-	-	-	
6300 Purchased Services	13,200	18,600	24,000	28,800	33,200	
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2213 Total Professional Development	13,200	18,600	24,000	28,800	33,200	
6100 Salaries	25,000	42,500	50,000	55,000	60,000	
6200 Benefits	-	-	-	-	-	
6300 Purchased Services	-	-	-	-	-	
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2311 Total Board Services	25,000	42,500	50,000	55,000	60,000	
6100 Salaries	110,000	177,200	180,744	184,359	188,046	
6200 Benefits	26,499	42,687	43,541	44,412	45,300	
6300 Purchased Services	1,000	1,500	2,000	2,500	3,000	
6400 Supplies & Materials	500	500	500	700	1,000	
6500 Equipment	-	-	-	-	-	
2411 Total Building Principal Services	137,999	221,887	226,785	231,971	237,346	
6100 Salaries	66,000	72,100	89,180	95,900	101,250	
6200 Benefits	18,000	19,700	21,200	21,400	22,000	
6300 Purchased Services	-	-	-	-	-	
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2511 Total Business Support Services	84,000	91,800	110,380	117,300	123,250	
6100 Salaries	55,000	55,000	57,222	59,534	59,534	
6200 Benefits	13,250	17,450	17,985	18,542	18,542	
6300 Purchased Services	210,180	275,025	346,827	410,782	469,515	operation costs model
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	8,000	4,000	4,000	4,000	4,000	
6600 Debt Service	-	-	-	-	-	
2541 Total Operation of Plant Services	286,430	351,475	426,034	492,857	551,591	
6100 Salaries	-	-	-	-	-	
6200 Benefits	-	-	-	-	-	
6300 Purchased Services	106,801	150,493	194,184	233,021	268,621	
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2563 Total Food Services	106,801	150,493	194,184	233,021	268,621	
6100 Salaries	-	-	-	-	-	
6200 Benefits	-	-	-	-	-	
6300 Purchased Services	5,000	6,000	7,000	8,000	9,000	
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2642 Total Recruitment and Placement	5,000	6,000	7,000	8,000	9,000	
6100 Salaries	-	-	-	-	-	
6200 Benefits	-	-	-	-	-	
6300 Purchased Services	19,800	27,900	36,000	43,200	49,800	Page 161 of 170
6400 Supplies & Materials	-	-	-	-	-	
6500 Equipment	-	-	-	-	-	
2661 Total Technology	19,800	27,900	36,000	43,200	49,800	
GRAND TOTAL EXPENDITURES	1,285,314	1,898,503	2,408,089	2,842,775	3,135,823	

FISHER ACADEMY ENROLLMENT					
YEAR	1	2	3	4	5
K	66	66	66	66	66
1	44	60	60	60	60
2	22	40	54	54	54
3		20	40	48	48
4			20	40	44
5				20	40
6					20
TOTAL	132	186	240	288	332

WADA calculation									
	Enrollment	Attendance %	ADA	FRL WEIGHT	LEP WEIGHT	WADA	per WADA payment	less sponsor fee	TOTAL
Year 1	132	93%	122.8	16.76	0.07	139.59	8150	0.985	1,120,597
Year 2	186	93%	173.0	23.61	0.10	196.70	8150	0.985	1,579,023
Year 3	240	93%	223.2	30.47	0.13	253.80	8150	0.985	2,037,449
Year 4	288	93%	267.8	36.56	0.16	304.56	8150	0.985	2,444,938
Year 5	332	93%	308.8	42.15	0.19	351.09	8150	0.985	2,818,471

	Year 1		Year 2		Year 3	
	frl	lep	frl	lep	frl	lep
Expected %	90%	2%	90%	2%	90%	2%
count	110.48	2.46	155.68	3.46	200.88	4.46
threshold %	35.4%	1.9%	35.4%	1.9%	35.4%	1.9%
threshold count	43.46	2.33	61.23	3.29	79.01	4.24
for weighting	67.03	0.12	94.45	0.17	121.87	0.22
weight	0.25	0.6	0.25	0.6	0.25	0.6
wada	16.76	0.07	23.61	0.10	30.47	0.13

	payment	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	727	110	156	201	241	278
TITLE 2	100	132	186	240	288	332
SPED Part B	125	132	186	240	288	332
Food Service	783	123	173	223	268	309
		Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1		80,322	113,181	146,040	175,248	202,022
TITLE 2		13,200	18,600	24,000	28,800	33,200
SPED Part B		16,500	23,250	30,000	36,000	41,500
Food Service		96,121	135,443	174,766	209,719	241,759

Year 4		Year 5	
frl	lep	frl	lep
90%	2%	90%	2%
241.06	5.36	277.88	6.18
35.4%	1.9%	35.4%	1.9%
94.82	5.09	109.30	5.87
146.24	0.27	168.58	0.31
0.25	0.6	0.25	0.6
36.56	0.16	42.15	0.19

Fisher Academy Staffing Worksheet

SALARIES												
STAFF SALARY WORKSHEET				132		186		240		288		332
ENROLLMENT		Base Sala	No.	Year 1	No.	Year 2	No.	Year 3	No.	Year 4	No.	Year 5
Position			Emp.	Budget	Emp.	Budget	Emp.	Budget	Emp.	Budget	Emp.	Budget
Administrators												
	Principal	80,000	1	80,000	1	81,600	1	83,232	1	84,897	1	86,595
	Assistant Principal	65,000	0	-	-	65,000	1	66,300	1	67,626	1	68,979
	Office Manager	37,500	1	30,000	1	30,600	1	31,212	1	31,836	1	32,473
	Operations Manager	55,000	0	55,000	1	55,000	1	57,222	1	59,534	1	59,534
			2	165,000	3	232,200	4	237,966	4	243,893	4	247,580
TOTAL ADMINISTRATORS												
Core Instructional Staff												
	Kinder	45,000	3	135,000	3	137,700	3	140,454	3	143,263	3	146,128
	1st	45,000	2	90,000	3	137,700	3	140,454	3	143,263	3	146,128
	2nd	45,000	1	45,000	2	91,800	3	140,454	3	143,263	3	146,128
	3rd	45,000	0	-	1	45,900	2	93,636	3	143,263	3	146,128
	4th	45,000	0	-	-	-	1	45,900	2	93,636	2	95,509
	5th	45,000	0	-	-	-	-	-	1	45,900	2	93,636
	6th	45,000	0	-	-	-	-	-	-	-	1	45,900
	Literacy Coordinator	50,000	0	-	-	-	-	-	1	51,000	1	52,020
	SPED Coordinator	45,000	1	45,000	1	45,900	1	46,818	1	47,754	1	48,709
	Computer/Tech	45,000	0	-	-	-	1	45,000	1	45,900	1	46,818
			7	315,000	10	459,000	14	652,716	18	857,243	20	967,106
TOTAL CORE INSTRUCTIONAL STAFF												
Enrichment Staff												
	PE	45,000	0	-	0.00	-	1.00	46,818	1	47,754	1	48,709
	Art	45,000	0	-	1.00	45,900	1.00	46,818	1	47,754	1	48,709
	Foreign Language	45,000	0.5	22,500	1.00	45,900	1.00	46,818	1	47,754	1	48,709
			1	22,500	2	91,800	3	140,454	3	143,263	3	146,128
TOTAL ENRICHMENT STAFF												
Support Staff												
	Teaching Aide	25,000	0	-	1	25,500	1	26,010	1	26,530	1	27,061
	Literacy Aide	25,000	0	-	1	25,500	1	26,010	1	26,530	1	27,061
	Social Worker	42,000	1	42,000	1	42,840	1	43,697	1	44,571	1	45,462
			1	42,000	3	93,840	3	95,717	3	97,631	3	99,584
Operations Staff												
	Security	30,000	0	-	-	-	0	-	0	-	0	-
			0	-	0.0	-	0.0	-	0.0	-	0.0	-
TOTAL OPERATIONS STAFF												
Total Salaries			10.5	544,500	18.0	876,840	24.0	1,126,853	28.0	1,342,030	30.0	1,460,397

Budget Item						Assumption	
Curriculum	13,200	18,600	24,000	28,800	33,200	100/student	100
Specialist Materials	3,300	4,650	6,000	7,200	8,300	25/student	25
SUBS	3,500	5,000	7,000	9,000	10,000	5 sub days per core staff	500
Classroom Paper and Supplies	3,300	4,650	6,000	7,200	8,300	25/student	25
Computers/Tablets	-	10,000	10,000	10,000	10,000	Assume 1 tablet cart for	15
Software	6,600	9,300	12,000	14,400	16,600	50/student	50
Instructional Equipment/Technology	-	10,000	10,000	10,000	10,000	5000/new lclassroom(in y	5,000
CLASSROOM equipment	1,800	600	600	600	600	300/new classroom	300
Classroom Furniture	18,000	6,000	6,000	6,000	6,000	3000/new classroom	3,000
Library and Media Center	1,320	1,860	2,400	2,880	3,320	10/student	10
Assessment	3,300	4,650	6,000	7,200	8,300	25/student	25
teacher laptops	14,000	7,000	3,000	2,000	2,000	1000/new instructional st	1,000
SPED OT, PT, SLP	16,500	23,250	30,000	36,000	41,500	1250/sped student	1250
SPED SUPPLIES	3,300	4,650	6,000	7,200	8,300	250/sped student	250
SOFTWARE SIS	8,000	8,500	9,000	9,500	10,000		
Professional Development	13,200	18,600	24,000	28,800	33,200	equals title 2 allocation	
INSURANCE-D and O	5,000	7,500	10,000	10,000	10,000		
INSURANCE-Workman's Comp	10,000	12,500	15,000	17,500	20,000		
Legal	10,000	12,500	15,000	17,500	20,000		
Audit	-	10,000	10,000	10,000	10,000		
DUES & SUBSCRIPTIONS	1,000	1,500	2,000	2,500	3,000		
Principal DISCRETIONARY	500	500	500	700	1,000		
BANK/CREDIT CARD	1,000	1,000	2,000	3,000	3,500		
SOFTWARE_SUI	5,000	6,000	6,180	6,400	6,750		
Backoffice	48,000	52,500	57,000	62,500	67,000		
Copier	12,000	12,600	24,000	24,000	24,000	1000/copier/month	
MISCELLANEOUS EXPENSE	2,000	3,500	5,000	5,000	5,000		
OFFICE SUPPLIES	12,000	12,000	12,000	12,000	12,000	1000/month	
POSTAGE	4,000	4,200	4,200	4,400	5,000		
INSURANCE-Property and Liability	-	-	-	-	-	incorporated into operation of plant projection	
Trash	-	-	-	-	-	incorporated into operation of plant projection	
Phone/Internet						incorporated into operation of plant projection	
rent						incorporated into operation of plant projection	
REPAIRS & MAINTENANCE	-	-	-	-	-	incorporated into operation of plant projection	
janitorial	-	-	-	-	-	incorporated into operation of plant projection	
UTILITIES-gas/electric	-	-	-	-	-	incorporated into operation of plant projection	
maitenance supplies	-	-	-	-	-	incorporated into operation of plant projection	
OFFICE FURNTIURE	8,000	4,000	4,000	4,000	4,000	2000/new office	2,000
Security	30,000	30,900	31,827	32,782	33,765		
Transportation							50000
food service costs	106,801	150,493	194,184	233,021	268,621	5/day/student	5
RECRUITMENT EXPENSE	5,000	6,000	7,000	8,000	9,000		
IT Support Services	19,800	27,900	36,000	43,200	49,800	150/student	150

Professional Services									
Legal	10,000	12,500	15,000	17,500	20,000				
Backoffice	48,000	52,500	57,000	62,500	67,000				
Audit		10,000	10,000	10,000	10,000				
Total Professional Services	58,000	75,000	82,000	90,000	97,000				
Education									
Substitutes	3,500	5,000	7,000	9,000	10,000				
SPED OT, PT, SLP	16,500	23,250	30,000	36,000	41,500				
Total Education Services	20,000	28,250	37,000	45,000	51,500				
Technology									
IT Support Services	19,800	27,900	36,000	43,200	49,800				
Other									
Janitorial	-	-	-	-	-				modeled in operation of plant
Copier	12,000	12,600	24,000	24,000	24,000				
Security	30,000	30,900	31,827	32,782	33,765				
Trash	-	-	-	-	-				
Total Other Services	42,000	43,500	55,827	56,782	57,765				
Total Contractual Services	\$ 139,800	\$ 174,650	\$ 210,827	\$ 234,982	\$ 256,065				

Benefits		
FICA	7.65%	
STLPSRS	15.14%	
UNEMP	1.30%	
Total	24.09%	
Health/Dental	4200	

5140		Earnings on Investments						
	5141	Earnings from Temporary Deposits						
5150		Food Service - Pupils						
	5151	Sales to Pupils						
5160		Food Service - Adults						
	5161	Sales to Adults						
	5165	Food Services - Non-Program						
5170		Enterprise Sources						
	5171	Admissions						
	5172	Bookstore Sales						
	5173	Student Organization Membership Dues and Fees						
	5179	Other Pupil Activity Income						
5180		Community Services						
	5181	Community Services						
5190		Other Revenue from Local Sources						
	5191	Rentals						
	5192	Gifts						
	5195	Prior Period Adjustment						
	5196	Net Receipts from Clearing Accounts						
	5198	Miscellaneous Local Revenue						
5199		Local Revenue - Subtotal						
			\$	-	\$ 131,075	\$ 184,697	\$ 238,319	\$ 285,983

NEAT CHARTER

STATE REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
		Enrollment	132	186	240	288	332
5310	Foundation Formula, State Aid						
	5311	Basic Formula - State Monies	1,120,597	1,529,919	1,968,257	2,355,658	2,711,335
	5312	Transportation					
	5314	Early Childhood (3 & 4 Year Old) Special Education					
	5317	Career Ladder/Excellence in Education Act					
	5319	Basic Formula - Classroom Trust Fund		49,104	69,192	89,280	107,136
	5322	Career Education/At-Risk - State Educational and Screening Program					
	5324	Entitlement/Parents as Teachers					
5330	State Revenue						
	5332	Career Education - State					
	5333	Food Service - State					
	5337	Adult Education & Literacy (AEL) - State					
	5338	Adult Education Special Literacy Grant					
	5353	Job Development/Customized Training					
	5358	Safe School Initiative Grant					
	5359	Career Education Enhancement Grant					
	5362	A+ Schools Grant					
	5364	eMINTS/METS Classrooms					
	5366	MO Department of Natural Resources (DNR) Energy Loans					
	5367	MO School Age Children's Health Services Grant					
	5369	Residential Placement/Excess Cost					
	5371	Readers for the Blind					
	5372	State Emergency Management Agency (SEMA) Funds					
	5376	Select Teachers As Regional Resource					
	5377	MO Department of Natural Resources (DNR) Energy Grant					
	5381	High Need Fund - Special Education					
	5382	Missouri Preschool Project					
	5397	Other State Revenue					
5399		State Revenue - Subtotal	\$ 1,120,597	\$ 1,579,023	\$ 2,037,449	\$ 2,444,938	\$ 2,818,471

NEAT CHARTER

		Enrollment	132	186	240	288	332
FEDERAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5410-19	Grants-in-Aid – Unrestricted, Direct						
	5411	Impact Aid					
	5412	Medicaid					
	5413	Federal Disaster Assistance					
	5416	Federal Housing					
	5417	Federal Flood Counseling					
	5418	Reserve Officer Training Corps (ROTC)					
5420-59	Grants-in-Aid - Restricted, Federal Through State						
	5421	Child Development Associate (CDA) Grant					
	5427	Perkins Basic Grant, Career Education					
	5431	Perkins Tech Prep Grant, Career Education					
	5435	Workforce Investment Act (WIA) - Federal					
	5436	Adult Education & Literacy (AEL) - Federal					
	5441	Individuals with Disabilities Act (IDEA)	16,500	23,250	30,000	36,000	41,500
	5442	Early Childhood Special Education - Federal					
	5445	School Lunch Program	69,421	97,820	126,220	151,464	174,604
	5446	School Breakfast Program	32,040	45,148	58,255	69,906	80,586
	5447	Special Milk Program					
	5448	After-School Snack Program					
	5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	80,322	113,181	146,040	175,248	202,022
	5452	Title I, Part C - Migrant Education					
	5453	Title I, Part B - Student Reading Skills Improvement Grants					
	5454	Title I, Part F - Comprehensive School Reform					
	5455	Title V, ESEA - Innovative Education Programs					
	5456	Title Iv, LIFT Grant					
	5459	Twenty-First Century Grant					
5460-79	Other Federal Restricted, Through the State						
	5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
	5462	Title III, ESEA - English Language Acquisition and Academic Achievement					
	5463	Education for Homeless Children and Youth					
	5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathmatics and Science Partnerships	13,200	18,600	24,000	28,800	33,200
	5466	Title II, Part D, ESEA - Enhancing Education Through Technology					
	5472	Child Care Development Fund Grant					
	5473	National and Community Service Trust Act of 1993					
	5475	AIDS Education Grant					
	5476	Title I, Part B - Even Start Family Literacy					
	5477	Federal Emergency Management Agency (FEMA) Funds					
	5478	Vocational Rehabilitation					
5480-89	Other Grants-in-Aid-Restricted, Federal						
	5481	Department of Health Food Service Program					
	5482	Workforce Investment Act (WIA)					
	5483	Head Start					
	5484	Pell Grants					
	5486	Impact Aid, Restricted Purpose					
	5489	Facilities Infrastructure Improvement Grant					
	5492	Title I, Part B - Rural Education Initiative					
	5497	Other Federal Revenue					
5499		Federal Revenue – Subtotal	\$ 211,483	\$ 297,999	\$ 384,515	\$ 461,417	\$ 531,912